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ABSTRACT

The seventh in a series of federally supported modules for training paraprofessional school personnel working with students with disabilities, this module presents information on assisting individuals with disabilities in their transition from school to adult life. Both a facilitator's edition and a student's edition are provided. Chapter 1 discusses transition and the transition team. Chapter 2 provides information on interagency collaboration. The roles and responsibilities of paraprofessionals are examined in Chapter 3. Chapter 4 presents effective communication and problem-solving strategies. Student assessment and goal setting are discussed in Chapter 5. Chapter 6 focuses on student and family involvement in transition planning. Chapter 7 explores the transition to employment. Choosing a home living arrangement and supporting students as they learn home living skills are reviewed in Chapter 8. Chapter 9 explores the transition to postsecondary education. Chapters 10 and 11 discuss fostering community involvement and planning for recreation and leisure options. Five appendices provide additional information on the Individualized Education Plan, disaiblity-related legislation, transition assessment, personal futures planning, and transition resources. The facilitator's edition offers learning activities and information sheets to be used as transparencies. (Contains 14 references.) (CR)

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Module Seven

Transition: The Role of the Paraprofessional

Facilitator's Edition

Prepared by
Institute on Community Integration (UAP)

UNIVERSITY OF MINNESOTA
The College of Education
and Human Development

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Institute on Community Integration Project Staff
Teri Wallace, Project Director
Richard Weatherman, Project Director

Hutchinson Technical College Project Staff
Carol Adams, Training Specialist
Joyce Evenski, Instructor
Veronica Hansen, Instructor
Susan Rosenzweig, Instructor
Andi Upin, Instructor

Compiled by Nancy Krawetz.
Edited by Carrie Gustafson, Dick Sullivan, and Vicki Gaylord.
Publication design by Charles Gibbons.

To request additional copies and alternative formats, please contact:
Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, Minnesota 55455
612/624-4512

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Table of Contents

An Introduction to the Series

Chapter 1 Transition from School to Adult Life

1 *Section 1* Transition
4 *Section 2* The Transition Team

Chapter 2 Interagency Collaboration

7 *Section 1* Interagency Collaboration

Chapter 3 Roles & Responsibilities of Paraprofessionals

15 *Section 1* Roles & Responsibilities

Chapter 4 Communication & Problem Solving

19 *Section 1* Effective Communication
22 *Section 2* Solving Problems

Chapter 5 Assessment & Goal Setting

27 *Section 1* Assessment
29 *Section 2* Observing & Recording Data
31 *Section 3* Setting Transition Goals & Objectives

Chapter 6 Student & Family Involvement

35 *Section 1* Student Involvement in Transition Planning
38 *Section 2* Self-Determination
40 *Section 3* Family Involvement

Chapter 7 Employment

49 *Section 1* The Transition to Employment

Continued

Chapter 8 Home Living

59 *Section 1* Choosing a Home Living Arrangement
63 *Section 2* Supporting Students As They Learn Home Living Skills

Chapter 9 Post-Secondary Education

75 *Section 1* Planning for Post-Secondary Education & Training
83 *Section 2* Post-Secondary Options for Students with Disabilities

Chapter 10 Community Participation

89 *Section 1* Strategies for Fostering Community Participation

Chapter 11 Recreation & Leisure

95 *Section 1* Planning for Recreation & Leisure Options
96 *Section 2* Paraprofessional Strategies

Appendices

105 *Appendix A* The Individualized Education Plan
111 *Appendix B* Disability-Related Legislation
119 *Appendix C* Transition Assessment Guide
125 *Appendix D* The Personal Futures Planning Process
131 *Appendix E* Transition Resources

References & Resources

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Marlene Grindland	*Benton/Sterns Education District*
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Amy Hewitt	*REM, Inc.*
Peter Malmberg	*Meeker/Wright Special Education Cooperative 938*
Bruce Miles	*Rum River South, Rum River North*
Lloyd Petri	*Minnesota Technical College System*
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Facilitator's Outline

About the Facilitator's Outline

This training module contains a facilitator's outline designed to assist instructors as they plan and prepare to teach the material contained in this module. The outline provides overviews of each chapter which include:

- Chapter goals to be accomplished by students.
- Topics to be covered in each section.
- Discussion questions to facilitate lectures and discussions and activities to be completed by students both in and out of class.

These items are the same as those appearing in the outside margins of the facilitator's edition of this module. The discussion and activity notes, and answers to activity questions, appear in the facilitator's edition only – they do not appear in the students' edition. The text, however, is the same in both. In some cases, the discussions and activities may have been abbreviated in this outline, but provide the same basic information as it appears within the context of the chapter.

This outline can be used when planning lessons. It's a good idea to read through the outline before using it for instruction in order to know what to expect and get a better sense of how the material is tied together.

The content of this module is based on a training series piloted in 1994 by Hutchinson Technical College in Hutchinson, Minnesota. Because of this, many references are specific to Minnesota's school and social service systems. We encourage instructors located in other states to replace the Minnesota-specific information with information more relevant to their state. We hope that facilitators will add their own experiences and stories to make this material "come alive".

Chapter 1
Transition from School to Adult Life

Chapter Goals

Upon completion of this chapter, students will be able to:

- Define and describe *transition*.
- Recognize and understand the five transition areas that must be addressed in the IEP of each student who receives special education services.
- Discuss reasons why transition planning and services are important.
- List the individuals who must be present at a student's IEP/ transition team meeting.
- List the individuals who must be invited and who may be invited to participate at a student's IEP/transition team meeting.

Necessary Materials

- Transparencies 1.1, 1.2,1.3, and 1.4
- Overhead projector

Section 1: Transition

Topics Covered

- What is transition?
- Which transition areas must be addressed?
- Why are transition services and planning so important?

Discussion 1

Ask students to share about the environments in which they work.

Discussion 2

Ask the class to share some of the ways they have been involved in transition-related activities in each of the five transition areas.

Section 2: The Transition Team

Topics Covered

- Who is involved in transition planning
- Essential members of the transition planning team

Activity 1

Ask students to break into small groups of four or five. Using the IEP team members chart (Transparency 1.4) have students brainstorm ways in which each potential IEP team member could enhance the transition process for a student with disabilities. Ask them to think about questions such as "what unique perspectives or information each person could bring to the process", or "how and why each person should be included in the planning process." After about ten minutes, invite each group to share the ideas they came up with and record their ideas on the chalkboard or overhead projector.

Chapter 2
Interagency Collaboration

Chapter Goals

Upon completing this chapter, students will be able to:

- Appreciate the differences between the special education agencies and adult service agencies.
- Understand the importance of collaboration between and among these agencies and service providers in the planning process.
- Recognize adult community service agencies by name and be able to describe what they do.
- Begin thinking of ways to educate your students and their families about available service agencies and options.
- Begin to think of creative ways to encourage collaboration between different agencies, students, parents, teachers and paraprofessionals.

Necessary Materials

- Transparencies 2.1 and 2.2
- Overhead projector

Section 1: Interagency Collaboration

Topics Covered

- Special education system vs. adult services system.
- Strategies for building effective interagency partnerships.
- Community service agencies and other resources.

Discussion 1

Start this section by using Transparency 2.1 to illustrate some of the differences between the special education system and the adult service system. Discuss with students why it's important for both paraprofessionals and students to understand the two systems.

Discussion 2

Discuss the importance of educating students and families about the options available from adult service agencies. With the help of the students, come up with a few strategies to provide information to students and parents. For example, have students prepare interview questions and call potential service providers on the phone. Write them on the board or overhead.

Activity 1

After Discussion 1 is complete, ask the students to break into small groups and brainstorm their own ideas. After ten to fifteen minutes, bring the class back together and have the small groups share their ideas. Write them on the board or overhead.

Activity 2

In small groups, brainstorm ideas paraprofessionals can appropriately use to involve adult service providers or service representatives in the transition process for students with disabilities. (Examples: Invite a vocational rehabilitation counselor to a student's work site to meet him or her on the job and meet the employer. Or, invite agency representatives into the classroom to discuss their services with the students.) After the groups have met for ten to fifteen minutes, reconvene the class to share the small group's ideas and record them on the board or overhead.

Chapter 3

Roles & Responsibilities of Paraprofessionals...

Chapter Goals

Upon completing this chapter, students will be able to:

- Develop an appreciation for the many different roles that paraprofessionals can play in the transition process.
- Become familiar with the ethical responsibilities associated with paraprofessional work in transition.
- Recognize situations that involve ethical issues and know how

to solve ethical dilemmas or where to go to get help with ethical issues.

- Understand the concept of confidentiality and its limits.

Necessary Materials

- No additional materials are required

Section 1: Roles & Responsibilities

Topics Covered

- Strategies for paraprofessional participation on the team
- Strategies for maintaining professionalism and fulfilling ethical responsibilities
- Common questions about confidentiality
- Confidentiality case study

Discussion 1

Give the students a few minutes to read the confidentiality case study then ask them to come up with some different ways that this situation could be handled. Discuss the pros and cons of each alternative.

Activity 1

After discussing the Confidentiality Case Study, have students form dyads to role play the scenario using one or two of the strategies that the class came up with during their discussion.

Chapter 4

Communication & Problem Solving

Chapter Goals

Upon completing this chapter, students will be able to:

- Become familiar with what it means to have an assertive communication style as opposed to a passive or aggressive communication style.
- Develop an awareness of your own social skills and communication style.
- Become familiar with some of the elements that foster clear communication between teachers and paraprofessionals.

- Become familiar with a formalized problem solving technique.
- Be able to begin utilizing problem solving techniques in approaching real-life situations.

Necessary Materials

- Transparencies 4.1 and 4.2
- Overhead projector

Section 1: Effective Communication

Topics Covered

- Communications styles
- Paraprofessional communication and social skills inventory
- Strategies for communicating with teachers

Discussion 1

Use Transparency 4.1 to discuss the three styles of communication. Ask students to share ways that they think these different styles could affect their effectiveness on the job.

Discussion 2

Ask the class to share some of the ways they have been involved in transition related activities in each of the five transition areas.

Activity 1

Have students form groups of four to six people. Have them think of a problem that they might encounter with a teacher at their school. Then ask them to role play ways in which the problem could be addressed using passive, aggressive, and assertive communication styles. Instruct them to rotate roles so that everyone has a chance to participate as well as observe. After ten or fifteen minutes, ask the class members to share some of their experiences from the small groups.

Activity 2

Explain that the Communication and Social Skills Inventory is designed to help them assess their own strengths and weaknesses. Ask them to take a little time to fill in the inventory. Then, invite them to share some ways that they might actively attempt to improve in areas in which they feel they aren't very strong.

Section 2: Problem Solving and Decision Making

Topics Covered

- Problem solving strategies

Discussion 1

If you have time, use one of the scenarios from Activity 1 in conjunction with Transparency 4.2, to go through the problem solving strategy step by step. Emphasize that using this strategy is that it breaks the problem solving process into manageable steps.

Activity 1

Divide the class into groups and assign each group one of the scenarios outlined in this section. After the groups have had some time to develop strategies, have them share their ideas with the class.

Chapter 5

Assessment & Goal Setting

Chapter Goals

Upon completing this chapter, students will be able to:

- Become familiar with standardized testing, behavioral checklists, and functional assessments.
- Understand what is meant by "objective observation".
- Report behaviors in a manner that is both observable and measurable.
- Be familiar with some ways observations are recorded.
- Understand the distinction between goals and objectives.
- Be familiar with developing objectives that include the three components of behavior, criteria, and conditions.

Necessary Materials

- Transparencies 5.1 and 5.2
- Overhead projector

Section 1: Assessment

Topics Covered

- Three ways to carry out assessment

Discussion 1

Write each of the three types of assessment on the board. Ask the students to name some advantages and disadvantages of each assessment approach. As they list them, write them below the appropriate group. When you feel you have generated enough input from the class, have a short discussion about which methods give the most information for transition planning with students with disabilities.

Section 2: Observing and Recording Data

Topics Covered

- Recording your observations

Discussion 1

Using Transparency 5.1, discuss what it means to be objective in one's observations. Emphasize, in particular, that reported behaviors should be both observable and measurable. If you have time, ask the class to generate some behavioral scenarios, and then ask class members to report the scenarios in both appropriate and non-appropriate fashion.

Section 3: Setting Transition Goals and Objectives

Topics Covered

- Goals
- Objectives
- Examples of transition goals and objectives

Discussion 1

Use Transparency 5.2 to lead a discussion on goals and objectives. Have students come up with examples of goals and objectives. Write them on the board or overhead. Have the class identify the behavior, criteria, and condition for each example.

Activity 1

Break the class into small groups and ask them to underline the behavior, criteria, and conditions in each of the four examples of transition goals and objectives given in the chapter. Also ask them to write an additional objective for each example.

Chapter 6

Student & Family Involvement

Chapter Goals

Upon completing this chapter, students will be able to:

- Begin to build a set of strategies and resources that will help students to be involved in their own transition planning.
- Develop some insight into the types of activities in which students

might need to participate to ensure their successful transition.

- Develop an awareness of the types of student/paraprofessional interaction that encourage self-determination.
- Develop or heighten your appreciation for the diversity of ways in which students experience a sense of family.
- Gain an understanding of the many roles that parents play in the transition of their sons and daughters.
- Understand some of the ways that you can offer support to students and their families during transition planning and implementation.

Necessary Materials

- Transparencies 6.1, 6.2, and 6.3
- Overhead projector

Section 1: Student Involvement

Topics Covered

- The paraprofessional's role
- What students want and need
- How to involve students in transition planning

Discussion 1

Take some time to discuss the close relationship that often exists between the paraprofessional and the student. Have students come up with examples of how this relationship can be beneficial for students. You may also want to ask students to help you build a list of potential problems associated with this type of relationship (e.g.: learned helplessness, the paraprofessional as a counselor, etc.)

Section 2: Self-Determination

Topics Covered

- The paraprofessional's role
- Paraprofessional strategies

Activity 1

Break the class into small groups. Have them discuss strategies that might help a student who has become very dependent on a paraprofessional's support to advocate for him or herself. When the class reconvenes, have them share some of their ideas as you write them on the board or overhead.

Section 3: Family Involvement

Topics Covered

- What is a family?
- What families want and need
- Appreciating diversity
- Respecting the grief cycle
- Roles parents play in transition planning

Discussion 1

As part of your discussion about the importance of involving families in the transition process, use Transparency 6.1 to begin a discussion of the family. Ask students to offer their ideas about what makes a family. List them on the board as they are verbalized.

Discussion 2

Using Transparency 6.2, go over the different types of fear that families may experience when their child begins the journey into adulthood. Ask students if they can think of other fears that might be present. Can they think of ways to overcome those fears?

Discussion 3

Using Transparency 6.3, summarize the roles that parents can play. If you have time, ask students to suggest additional "tips" under each role.

Activity 1

Have the class break into small groups. Have each group list ten things they could learn from the students with whom they work. (For example, drive a wheelchair, learn Spanish, or eat gefilte fish). Have them share the list with the rest of the class.

Activity 2

Write the following two headings on the board or overhead: "Roles played by mother" and "Roles played by father". Ask the students to call out as many additional roles as they can think of. (These might include nurturer, bus driver, housekeeper, and so on.)

Chapter 7

Employment

Chapter Goals

Upon completing this chapter, students will be able to:

- Understand the concept of natural supports in the work environment.
- Become familiar with the concept of job coaching.
- Become familiar with career exploration and work experience options that may be available to your students.
- Begin to develop a set of strategies that will assist you in helping your students explore career options and develop and apply job skills.
- Understand the concept of job carving.
- List some of the characteristics that often determine the quality of a particular job for a person who has a disability.

Necessary Materials

- Transparencies 7.1, 7.2
- Overhead projector

Section 1: The Transition to Employment

Topics Covered

- The paraprofessional's role
- Case studies
- Paraprofessional strategies
- Available experience options
- How jobs are developed for students with disabilities
- Job carving
- Characteristics of a "quality" job

Discussion 1

Using Transparency 7.1, discuss career exploration and work experience by going over some of the options available.

Discussion 2

Use Transparency 7.2 to illustrate the steps involved in creating some jobs. Let the students know that job development is usually done by work experience coordinators, vocational ed. teachers and other school staff. But, if they are working with employers and students at the job work site, they may have a chance to get involved in these activities. Discuss the idea of "job carving".

Activity 1

After the students have read the case studies, have them work in small groups to discuss how natural job supports could be used to decrease the support required from the job coach and increase the student's independence. After ten to fifteen minutes, have the students share their ideas with the rest of the class.

Chapter 8
Home Living

Chapter Goals

Upon completing this chapter, students will be able to:

- Develop an appreciation of the complexity and individual nature of a student's home living preferences and needs.
- Become familiar with some of the many home living options that may be available to your students.
- Learn some strategies to assist you in supporting students as they learn home living skills.

Necessary Materials

- Transparency 8.1
- Overhead projector

Topics Covered

- The paraprofessional's role
- Available home living options
- Supporting students as they learn home living skills

Discussion 1

Use Transparency 8.1 to lead a discussion on the areas involved in choosing and caring for a home. Emphasize the importance of students making home living choices as independently as possible.

Activity 1

Have each student make a list of all the activities they must complete in order to function each day (shower, brush teeth, etc.). Instruct them to start with the moment they get up and end with the last thing they accomplish before they go to bed at night. After they taking five to ten minutes to complete the list, ask the class members to respond to the following questions:

- What would happen if these things weren't done?
- How do these activities help you to have a successful day?
- Which of these activities would a young adult need to learn to be successful in living independently?
- How could a young adult learn these things?

Chapter 9

Post-Secondary Education

Chapter Goals

Upon completing this chapter, students will be able to:

- Acquire strategies in seven content areas (Understanding strengths and limitations, self-advocacy, social interactions, self-monitoring, time management, study skills, and problem solving) to assist students in preparation for post- secondary education
- Recognize and be able to generate appropriate accommodations for students with disabilities entering post-secondary settings.
- Be familiar with common education and training options available to students after high school.

Necessary Materials

- Transparency 9.1
- Overhead projector

Topics Covered

- The paraprofessional's role
- Paraprofessional strategies in planning for post-secondary education and training
- Accommodations for students in post-secondary education and training settings
- Post-secondary training and education options for students with disabilities

Discussion 1

Introduce this section using Transparency 9.1. You will discuss various post-secondary options later in this lecture but it's important that students begin to appreciate how multi-faceted the post-secondary preparation process can be.

Activity 1

Using the example accommodations in this section as a guide, have students form small groups to brainstorm other accommodations that might be helpful to students in each of the three categories. Bring the class back together after awhile and write their suggestions underneath the tree headings on the board or overhead.

Chapter 10
Community Participation

Chapter Goals

Upon completing this chapter, students will be able to:

- Begin to develop some strategies for teaching students how to access their community in the areas of transportation, financial planning, medical and dental care, and consumer awareness

Necessary Materials

- Transparency 10.1
- Overhead projector

Topics Covered

- The paraprofessional's role
- Paraprofessional strategies regarding transportation, medical and dental care, consumer awareness, and financial planning

Discussion 1

Use Transparency 10.1 to lead a discussion on various aspects of community participation. Ask students to come up with additional areas that might fall under the topic of "community participation".

Chapter 11
Recreation and Leisure

Chapter Goals

Upon completing this chapter, students will be able to:

- Understand the distinctions between inclusive and accessible recreation, integrated recreation and systematic supports, and adaptive and "special" recreation.
- Begin to develop a set of strategies to assist students plan and implement their transition into adult recreational activity.

Necessary Materials

- Transparency 11.1
- Overhead projector

Topics Covered

- The paraprofessional's role
- Three types of recreation and leisure options
- Paraprofessional strategies

Section 1: Planning for Recreation & Leisure Options

Discussion 1

Using Transparency 11.1, summarize the three types of recreation options as well as the various settings in which people might enjoy each. As you present this material, stress the importance of recreation in natural settings and including individuals with disabilities in activities where they are in contact with individuals without disabilities.

Activity 1

Write the following headings on the board or overhead:

- *Close to home (within walking/wheeling distance)*
- *Short car/bus ride (5–15 minutes maximum)*
- *Long car/bus ride (over 15 minutes)*
- *Great distance away (over 100 miles)*

Have students break into small groups and generate at least four places in each category where people go to enjoy their leisure time. Reconvene the class and write the ideas that they generated on the board. If possible, comment on the diversity of content that each group arrived at. This is a small indication of the individual nature of what people consider recreative.

Introduction

An Introduction to the Series

This series should be useful to paraprofessionals and paraeducators in education as well as direct service staff in community agencies in preparing for a career or in upgrading skills while already employed. Skills needed by individuals working under a variety of titles are often similar. Our focus is on those individuals working in education, but most of the information contained in this series is appropriate for others; please feel free to adapt it where needed.

The Need for Today's Paraprofessionals

The need for paraprofessionals to work with persons who have disabilities has been growing in recent years. Increasing numbers of persons with a range of disabilities are now living in small residential settings in our communities, attending regular classes in neighborhood schools, holding jobs in local businesses, and participating in community recreation and social activities. There is a great need for paraprofessionals to provide the services and supports these individuals need for community living.

By employing paraprofessionals, services for persons with disabilities are able to expand and improve the quality of assistance they provide. Some of the benefits paraprofessionals offer service agencies and consumers are:

- Expanded learning opportunities for persons with disabilities.
- More individualized attention and instruction.
- Increased opportunities for individuals with disabilities to observe and learn appropriate behaviors.
- Increased planning time for educators, supervisors, and others.
- Improved staff morale.
- Better monitoring and evaluation of persons with disabilities.
- Greater consistency in services.
- Improved parent-school relationships.
- Greater involvement of persons with disabilities in education and other settings in the community at large.
- Transportation assistance for individuals with disabilities.
- Vocational skill development for individuals with disabilities.

The Role of Today's Paraprofessional

Paraprofessionals who work with individuals with disabilities have a variety of roles and definitions, depending on the environment in which they work. The Minnesota Department of Education (MN 3525.0200, Subp. 9b) definition states that a program assistant or pupil support assistant provides services to students only under the direct guidance and direction of a regular or special education teacher or related provider, and those services must be:

- To enhance the instruction provided by the teacher or related staff in academic instruction, physical or behavior management programs, transition, and other integrated activities.
- To supplement instructional activities or to provide extended practice in instances in which the support assistant has had training from a special education or related services staff, and continues to receive ongoing direction and support from a special education teacher.

From the National Resource Center for Paraprofessionals in Special Education and Related Services (City University of New York) comes this definition of a paraprofessional:

A paraprofessional is an employee:

- Whose position is either instructional in nature or who delivers other direct services to individuals and/or their parents.
- Who works under the supervision of a professional staff member who is responsible for the overall management of the program area including the design, implementation and evaluation of instructional programs and the individual's progress.

Paraprofessionals provide services in the following areas:

- Educational programs
- Physical therapy
- Occupational therapy
- Speech therapy
- Recreation programs
- Early intervention and preschool programs
- Social work/case management
- Parent training/child-find programs
- Vocational training programs and job coaching
- Community programs
- Transition

Paraprofessionals are typically different from professionals in the amount of education, certification required for the job, degree of responsibility, and extent of supervision required.

Because the support of paraprofessionals is so essential to the success of individuals with disabilities, this series is dedicated to improving and enhancing skills for paraprofessionals.

About the Series

Whether you have years of experience working with persons who have disabilities or are just beginning, there are probably many questions you have about the role of a paraprofessional. Some concerns and questions will be very specific to your work setting, while others will be more general. This series, ***Strategies for Paraprofessionals Who Support Individuals with Disabilities,*** will cover both.

This curriculum is primarily for paraprofessionals who are (or will be) working in educational settings (i.e., special and general education). It will, however, also be useful for those in direct service settings, such as vocational programs and residential settings.

The ***Strategies for Paraprofessionals Who Support Individuals with Disabilities*** curriculum has four general, or core, training modules and three specialized modules. The core modules, designed for all paraprofessionals, are:

- Module 1: The Paraprofessional: An Introduction
- Module 2: Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families
- Module 3: Promoting Self Advocacy and Facilitating Friendships and Socialization Skills for Individuals with Disabilities
- Module 4: Positive Behavior Strategies for Paraprofessionals

The three specialized modules that address competencies needed in specific types of service settings are:

- Module 5: Early Childhood: The Role of the Paraprofessional
- Module 6: Working with Individuals Who Are Medically Fragile or Have Physical Disabilities
- Module 7: Transition: The Role of the Paraprofessional

Each module is designed to stand alone, so you may select any one that best meets your needs. However, it's recommended that everyone begin with Module 1 because it provides a basic framework for work as a paraprofessional and for the material covered in all the other modules.

The training you are about to begin will not only address the current reality for paraprofessionals working with individuals with disabilities, but more importantly, the challenges for the future in your career as a paraprofessional. Paraprofessionals aren't expected to have a total understanding of all the concepts in these modules, but the paraprofessional who has a working knowledge of these core concepts will be most effective.

Guiding Principles

Each module emphasizes six basic guiding principles for paraprofessionals working with individuals with disabilities. Those principals include:

- The individual with a disability is the ultimate locus of control and is the most important member in the decision making process.

- The family is the other primary locus of control. Family involvement is essential in any decision making process.
- The team concept is essential in setting up a plan with an individual. This team includes the individual, the family, and all those working with the individual, including the paraprofessional. The paraprofessional is an essential link between what is and what can be for the individual. The best follow-through on any plan comes from teamwork.
- The community should be the basis for all training, as much as possible. This means that, whether offering real-life examples in the classroom or working in real life situations in the community, the focus must be on the most natural setting and support possible. This is essential so the individual can make connections between what is being learned on a daily basis and the real world. This will help the individual generalize the experience to similar situations in his or her life.
- Inclusion is the goal. This means that individuals with disabilities should be included in the mainstream of society – work, school, and recreation. Devotion to such a model will create the most positive results for the individuals and society as a whole. Inclusion suggests that we can and will all benefit by learning to work and live side by side with each other.
- The most effective paraprofessional will be the individual who has a good self-esteem and is able to be assertive. The assertive paraprofessional is able to ask for support and guidance from staff.

About You: The Adult Learner

We know that the adult learner learns differently than younger learners. This training reflects that understanding. In *Strategies for Paraprofessionals Who Support Individuals with Disabilities* we respect these principles about you, the adult learner:

- You are capable and eager to learn new information.
- You have voluntarily given your consent to become a part of this training, and are spending valuable time and money in order to participate.
- You have a rich range of experiences. Therefore you learn best when new information is built upon your past knowledge and experiences. That's why we will do exercises to help you synthesize the old and new information together.
- You come to a new learning situation as a self-reliant learner who has a good idea of how you want and expect to learn.
- Your willingness to learn is based on a combination of outside forces (family, kids, job, etc.) and inside forces (your anxiety, excitement, fears, etc.). All these factors are going to affect your feelings about learning.

- You come into new learning with your own agenda. You know what you want to get out of the training.
- You have set aside time and reorganized priorities to make this learning part of your already-busy life.
- You expect and genuinely appreciate a facilitator or instructor who is well-informed and well-prepared.
- You need to get actively involved in the learning exercises to get the most out of this curriculum.
- You want to apply what you learn to your own situations. That's when it has real meaning for you.
- You need a safe, comfortable environment in which to learn.
- You want to establish networks with others who are also interested in paraprofessional skills.

Because of these facts about you, trainers will:

- Review and ask questions about what you know.
- Respect and view you as a resource.
- Create a comfortable environment.
- Expect you to take responsibility for your own learning.
- Plan opportunities to practice new skills during class.
- Give examples of how to apply information.
- Use a variety of types of instruction.
- Provide ways to evaluate training.
- Use alternate methods to help you understand.
- Give information in a logical sequence.
- Give time for you to share your experiences.
- Give you the chance to get know other paraprofessionals.

After the Training

You will leave this training with more information about paraprofessionals than you had when you started. It's important to remember that no matter how much knowledge you have about your job, the individuals you work with are your greatest trainers. Each one is unique and has his or her own interests and needs. The greatest responsibility you have is to listen to those interests and needs, remember what you have learned, ask what is needed, and use that information in your working relationship and responsibilities.

Therefore, use this training as a basis and build your skills from this point, drawing upon each setting and individual. Whether client, student, teacher, supervisor, principal, director, or superintendent, you will learn from each. With each setting and situation your confidence, ability, and skills will continue to grow. Remember, this training is only as good as the degree to which you use what you learn; seek assistance so you can "do what you know."

1

Chapter One

Transition from School to Adult Life

1 **Introduction**
1 **Section 1 Transition**
4 **Section 2 The Transition Team**
5 **Summary**
6 **Questions to Ponder**

Introduction

More than ever, school districts across the country are turning to paraprofessionals to help them meet the rising educational demands placed on educators and students. Consequently, paraprofessionals are facing new challenges and taking on more responsibilities. Long gone are the days of sitting in the back of the classroom monitoring student behavior and keeping records. Today's paraprofessionals are teaming up with educators and service providers to work directly with students both in and out of the classroom. (Pickett, 1993).

Nowhere is the role of the paraprofessional more important or visible than in the lives of students with disabilities who are planning their transition from school to adult life. To prepare for life after high school, many students are spending a considerable part of their school day in community settings. Through real-life, hands-on experiences students are gaining the skills they will need to live and work independently in their communities. The shift to community, experiential learning has created exciting opportunities for paraprofessionals to support students outside of the traditional school environment. This chapter will define and outline the transition process and illustrate the importance of individualized transition services for students with disabilities.

Upon completion of this chapter, you should be able to:

- Define and describe transition.
- Recognize and understand the five transition areas that must be addressed in the IEP of each student who receives special education services.
- Discuss why transition planning and services are important.
- List the individuals who must be present in a student's IEP/transition team.
- List the individuals who must be invited and who may be invited to participate on the IEP/transition team.

Section 1

Transition

What is Transition?

The Individuals with Disabilities Education Act (IDEA, PL 101-476) defines transition as:

> ...a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement

Discussion 1

Ask students to share a little about the environments in which they work.

from school to post-school activities including:

- Post-secondary education.
- Vocational training.
- Integrated employment (including supported employment).
- Continuing and adult education.
- Adult services.
- Independent living (home living).
- Community participation.
- Recreation and leisure.

According to this federal definition, transition services must be based on the individual student's needs, taking into account the student's preferences and interests. Services may include instruction, community experience, and the development of employment and other post-school adult living objectives. When appropriate, services should also include help with the acquisition of daily living skills and functional vocational evaluation.

Minnesota law takes the federal law a step further, requiring that all students receiving special education services must have individually-based transition goals and objectives written into their Individualized Education Plan (IEP) by age fourteen. (See the sample IEP in Appendix A.)

Minnesota transition law states:

> ...students' needs and the special education instruction and services to be provided shall be agreed upon through the development of an individual education plan (IEP). The plan shall address the student's need to develop skills to live and work as independently as possible within the community. By grade nine or age fourteen, the plan must include a statement of the needed transition services, including a statement of the interagency responsibilities or linkages or both before secondary services are concluded.
>
> (Minnesota Statute 120.17)

For additional information, see the additional disability-related legislation located in Appendix B.

Discussion 2

Ask the class to share ways they have been involved in transition-related activities in each of the five transition areas.

Which Transition Areas Must be Addressed?

There are five transition areas that must be assessed and included in the IEPs of all students who receive special education services aged fourteen and over in Minnesota. Individualized goals and related objectives are required for students in each of the following transition areas:

- **Community Participation:** Accessing community resources including people, places and activities in the community.
- **Home Living:** Developing necessary skills to live as independently as possible.

- **Recreation and Leisure:** Knowing about and experiencing social and free time activities.
- **Jobs and Job Training:** Developing employment skills.
- **Post-Secondary Training and Education:** Developing skills to access life-long learning opportunities

Why are Transition Services and Planning So Important?

Transition planning has traditionally been thought of as "how to prepare young people for the world of work." While job training and experiences are important, they are only one component in the transition process. Effective transition planning looks beyond just employment and takes a "whole life" approach. It is a future plan for life. By looking at all aspects of a person's life – where they will live, work, and socialize – students leave school better prepared to face the challenges of adult life. Successful transition planning identifies the individual needs of the person first and then designs a plan accordingly.

Here are some statistics to illustrate the importance and need for transition planning:

- Between 250,000 and 300,000 special education learners leave school annually. Many have needs for ongoing community services (U.S. Department of Education).
- Between 50–75% of adults with disabilities are unemployed. This is over eight times the rate of people without disabilities (U.S. Commission on Civil Rights).
- Only one in four of those adults with disabilities who work do so full-time, with under-employment remaining a problem (Harris Poll, 1986).
- Individuals with disabilities earn much less than individuals who don't have disabilities (Census Data, 1980).
- Thirty-eight percent of individuals with disabilities said they are under-educated and have no marketable skills (Harris Poll, 1986).

These statistics underscore the importance of transition planning for students with disabilities. It's imperative that students, with the support of their families, teachers, and other important people in their lives, take an active step to ensure that they leave school with the skills they need to lead satisfying and healthy adult lives.

Section 2
The Transition Team

Who is Involved in Transition Planning?

No one person, school, or agency is solely responsible for transition planning. Effective transition planning takes place through the collaborative efforts of many people who make up a transition planning team. This team includes the student, his or her family, school administrators, teachers, rehabilitation counselors, county case managers, community service providers, and other important people in a student's life. Paraprofessionals may also be asked to participate on a transition team which meets regularly and is responsible for seeing that all students who receive special education services, aged fourteen or older, have transition goals and objectives written into their IEPs.

Essential Members of an IEP/Transition Planning Team

The following individuals must be present:

- An administrator or administrative designee. The administrator may be the school principal or director of special education; an administrative designee may be a special educator authorized by the principal to commit district resources.
- The student's regular education teacher. An appropriate regular classroom teacher must be present even when the student has no regular education placement.
- A special education teacher holding the license of the student's primary disability.

The following individuals must be invited:

- The student must be invited to his or her IEP/transition planning meeting. Students should always be involved in their transition planning process and encouraged to attend their own meetings.
- One or both parents of the student must also be invited to any meeting where transition services will be discussed, and they must be informed that the purpose of the meeting is to discuss transition planning. The school must also tell the parents that the student is invited and identify other agency personnel who will be invited. In all cases it's the responsibility of the district to communicate with the parents in their primary language, including sign language.
- A member of the assessment team must be invited. This may be the student's teacher, a representative of the district, or

some other person who is knowledgeable about the assessment procedures used with the student.

The following individuals may be invited to attend, as appropriate:

- Paraprofessionals who work one-on-one with the student at school and/or in the community.
- Related service providers such as an occupational therapist, physical therapist, audiologist, psychologist, adaptive physical educator, doctor or nurse, rehabilitation counselor, or social worker.
- Representatives of non-school agencies such as a Division of Rehabilitation Services counselor, county case manager, health care provider, residential service provider, supported employment service provider, community leisure service provider, community education representative, or post-secondary education support service facilitator. Involving these individuals early will greatly improve the student's ability to successfully access adult services when they leave school and are no longer entitled to special education services.
- Other individuals at the discretion of the parents and student. For example, a parent or student may invite a person who is a member of the same minority or cultural background, or someone knowledgeable about a student's race, culture, or disabilities. A peer or friend may be able to relate to the student at a student level and support the student's goals. Parents and students need to be informed of their right to bring anyone they choose to the meeting.

Adapted with permission from *Making the Transition Team Work*, 1994, Minnesota Department of Education.

Summary

This chapter introduced you to the concepts of transition and transition planning. You have probably begun to think about your role as a paraprofessional in the transition process.

When you're working with students, it may be helpful to think of transition in terms of the five areas that need to be addressed in the IEP of every student who receives special education services. Viewing transition in terms of community participation, home living, recreation and leisure, jobs and job training, and post-secondary training and education underscores the importance and breadth of the transition process for your students.

Many facts and statistics illustrating the importance of providing quality transition planning and services are available. The transition process provides many opportunities for paraprofessionals to make an important positive impact.

Activity 1

Ask students to break into small groups of four or five. Using the IEP team members chart (Transparency 1.4) have students brainstorm ways in which each potential IEP team member could enhance the transition process for a student with disabilities. Ask them to think about what unique perspectives or information each person could bring to the process, or how and why each person should be included in the planning process. After about ten minutes, invite each group to share their ideas and record their ideas on the chalkboard or overhead projector.

Effective transition planning is best done through the collaborative efforts of a transition team. This team must always include the administrator or an administrator's designee, and the student's regular and special education teachers. The student, the student's parent(s) and a member of the student's assessment team must also be invited to participate but don't necessarily have to be present at team meetings. Many others, including paraprofessionals, may be invited when appropriate.

Questions to Ponder

- Spend some time thinking about your own transition from school to adult life. What parts of the transition process were most difficult for you?
- Were there times during your own transition when you may have benefited from the help of a teacher or paraprofessional?
- Think about the unique and important contribution you, as a paraprofessional, might make to the transition planning process.
- As a paraprofessional, you may not automatically be invited to participate on the IEP/transition planning team. Can you think of situations where it would be important to let the team know you would like to participate?

2

Chapter Two

Interagency Collaboration

7 **Introduction**
7 **Section 1 Interagency Collaboration**
13 **Summary**
14 **Questions to Ponder**

Introduction

Understanding and accessing the adult service provider system is one of the most confusing aspects of transition planning for students with disabilities. Adult service agencies provide a variety of employment, financial, independent living skills, housing, and recreation services to adults with disabilities. These agencies operate under different rules, regulations, and eligibility criteria than the special education system.

Upon completing this chapter, you should be able to:

- Appreciate the differences between the special education agencies and adult service agencies.
- Understand the importance of collaboration between and among these agencies and service providers in the planning process.
- Recognize adult community service agencies by name and be able to describe what they do.
- Begin thinking of ways to educate your students and their families about available service agencies and options.
- Begin to think of ways to encourage collaboration between agencies, students, parents, teachers, and paraprofessionals.

Section 1

Interagency Collaboration

Special Education System vs. Adult Service System

The following chart illustrates some of the main differences between the school and adult service delivery systems.

Special Education	Adult System
Services are required for all individuals identified as having a disability.	Services are not required; having a disability does not guarantee services.
No waiting lists allowed.	Long waiting lists may exist.
Individually based services; narrow eligibility criteria and school services may exist.	One provider delivers all services.
Some services may not be available.	Many agencies may deliver services to a single student.

Adapted with permission from *Colorado Transition Manual.* 1993. Colorado Department of Education.

Discussion 1

Start this section by using Transparency 2.1 to illustrate some of the differences between the special education system and the adult service system. Discuss with students why it's important for both paraprofessionals and students to understand the two systems.

As one can see from the chart, adult service representatives must be involved in transition planning to ensure that students receive services. Non-school agencies, community resources and other service providers (e.g., vocational rehabilitation counselor, county case manager, employers) should be invited to participate in transition planning at least two years before the student is ready to graduate. Schools must provide students and their families with information on post-school options and resources. This information will allow them make informed decisions regarding who should be involved in their transition planning.

Strategies for Building Interagency Partnerships

School staff have a responsibility to build effective partnerships between schools and non-school agencies and resources. The following is a partial list of activities that will help to create and maintain a collaborative environment:

- School staff should invite other community services and agencies, as appropriate, to participate in individualized transition planning.
- School staff and other community services and agencies should develop procedures to define roles, coordinate services and negotiate services and supports.
- School staff should learn the eligibility criteria, referral procedures, and structures of various agencies.
- School staff should share relevant information about transition planning needs with other community services and agencies.
- School staff should participate in cooperative training with other community services and agencies.
- School staff should participate on a local transition planning committees with other agencies and services.
- School staff should establish interagency agreements with other agencies and services regarding program purpose, cooperation in attending planning meetings, and commitments to deliver services.
- School staff should participate in community awareness activities regarding transition services.

Adapted from Wehman, P. *Life Beyond the Classroom – Transition Strategies for Young People with Disabilities.* 1992. Baltimore, MD: Paul H. Brookes Publishing.

Community Service Agencies

It will be useful to become familiar with service agencies in your area that may potentially be involved in your students' transition process. The following section highlights several agencies and outlines their responsibilities.

Division of Rehabilitation Services (DRS)

An individual may be able to get vocational rehabilitation services if he or she has a disability that makes it hard to get training or find a job. To find out if an individual is eligible for services, a DRS counselor will look at medical and school records. The individual and his or her DRS counselor will then identify the person's assets and limitations and what support is needed. As part of the individual's transition plan, an Individualized Written Rehabilitation Plan (IWRP) will be developed. DRS provides many services, some of which include:

- Assessment to determine individual needs.
- Guidance in choosing, preparing for, and finding suitable employment.
- Individual vocational counseling during rehabilitation and on the job.
- Assistive technology to increase an individual's ability to work, such as adapted equipment or work site modifications.
- Vocational training after high school to prepare for employment – this may include tuition, fees, books and supplies for education in a college, university, trade school, or on-the-job training.
- Assistance with added costs incurred because of a rehabilitation plan.
- Job placement assistance.
- Job-related tools and licenses for individuals who are ready to go to work.

Centers for Independent Living (CIL)

Independent living is often overlooked in the transition planning process; however, all students need to know how to access support for future living arrangements. Centers for Independent Living can assist students in identifying individual goals in a wide variety of areas: socialization, housing, attendant management, financial management, transportation, sexuality, food preparation, community resources, recreation and leisure activities, health care, peer support, employment and educational opportunities, safety, self-advocacy, individual rights, and time management. The team needs to get information about these resources early in the transition planning process.

State Services for the Blind and Visually Handicapped (SSB)

If an individual has a visual impairment, with or without additional physical or mental disabilities, the Minnesota State Services for the Blind and Visually Handicapped (SSB) can offer assistance in transition planning. An SSB counselor can be part of a student's transition planning team, and can assist in creating a transition plan. Some of the services available from SSB include:

- Adjustment to blindness, including orientation and mobility training and rehabilitation counseling.
- Low vision services.
- Counseling.
- Assistance in finding and keeping a job.
- Tools and supplies needed to reach goals.
- Telecommunication and sensory aids.
- Vocational training.

County Social Services

County social services play a crucial role in assisting individuals in meeting a variety of essential daily needs, such as housing, employment, financial support, health care, and transportation. County case managers are the key to accessing these services and supports. The case manager can determine eligibility for services, help identify which services are needed, seek out appropriate services, and coordinate service delivery. Direction for the case manager's involvement comes from a person's Individual Service Plan (ISP). County social services are available in the categories of developmental disabilities, mental health, hearing impairments, and general assistance. Some of the services that may be provided by county social services include:

- Case management to individuals eligible to receive services such as Intermediate Care Facilities for people with mental retardation (ICF/MR), home and community-based services, semi-independent living services, day training and habilitation services, employment services and support, and mental health services.
- General relief programs, which provide financial assistance to people who need support and are temporarily disabled, and who can't qualify under the Supplemental Security Income Program (SSI) of the Social Security Administration.
- Medical assistance program which seeks to provide medical assistance to individuals without health insurance and who qualify for state-funded assistance.
- The food stamp program for people qualifying under income, living arrangement, and maximum resources requirements.

Private Industry Council – Job Training Partnership Act

The Private Industry Council is a local committee that helps govern the implementation of the Job Training Partnership Act (JTPA). The JTPA is a program to enlist employers as partners in vocational training programs; the program can include both work experience and on-the-job training. Activities that occur during transition planning for eligible individuals may include:

- On-the-job training conducted in the work environment to assist the trainee to learn a specific occupation through demonstration and practice.
- Customized training, which often includes classroom education as well as on-the-job training, designed to meet the individual's needs.
- Job search assistance in a small group setting, which could include working on interviewing techniques, resume preparation, uncovering job leads and instruction regarding keeping a job.

Rehabilitation Facilities and Day Training and Habilitation Centers

Both of these types of services require referral from another agency, usually the Division of Rehabilitation Services, State Services for the Blind, or County Social Services. Activities that occur during transition planning for eligible individuals may include:

- Vocational evaluation and counseling.
- Training in daily living, work, and personal or social skills.
- Adult basic education.
- Job placement and follow-up.

Employers

Employers can assist during the transition planning process by:

- Providing information on a student's work habits and skill levels (if the student is working) or information for a student and family on the skills needed for certain kinds of work.
- Offering job sites for training or placement and becoming integrally involved in a student's learning.
- Offering their expertise at "career days" and as guest speakers.
- Encouraging other employers to hire and train students with disabilities.

Advocacy Services

Advocacy services may be available from a number of sources, such as PACER (Parent Advocacy Coalition for Educational Rights), local Arcs (formerly the Association for Retarded Citizens), LDM (Learning Disabilities of Minnesota), the Centers for Independent Living, or the Minnesota Disability Law Center (Legal Advocacy). Services may include:

- Providing advocates for people with disabilities.
- Involvement with legislation affecting people with disabilities.
- Information and referral regarding potential services.
- Investigation and intervention.
- Legislative support for lawyers who have clients with disabilities.

Discussion 2

Discuss the importance of educating students and families about the options available from adult service agencies. With the help of the students, come up with a few strategies to provide information to students and parents. For example, have students prepare interview questions and call potential service providers on the phone. Write them on the board or overhead.

Activity 1

After this discussion is complete, ask the students to break into small groups and brainstorm their own ideas. After ten to fifteen minutes, bring the class back together and have the small groups share their ideas. Write them on the board or overhead.

Activity 2

In small groups, brainstorm ideas paraprofessionals can appropriately use to involve adult service providers or service representatives in the transition process for students with disabilities. (Examples: Invite a vocational rehabilitation counselor to a student's work site to meet him or her on the job and meet the employer. Or, invite agency representatives into the classroom to discuss their services with the students.) After the groups have met for ten to fifteen minutes, reconvene the class to share the small group's ideas and record them on the blackboard or overhead.

Post-Secondary Schools

Post-secondary education can be pursued in public and private colleges, universities, community colleges, technical colleges, and business and trade schools. Most post-secondary schools have staff specifically assigned to counsel students with disabilities. Some schools work closely with high schools to provide training during the final years of high school. During the transition planning process, post-secondary support staff can provide information on survival skills, the application process, and support services offered by the institution.

Community Members

Students are first and foremost members of their communities – the places where they work and live, and the people that they know and care about. Therefore, the involvement of community members in the transition process is natural and logical. Communities should be supported in learning about the needs of their citizens with disabilities, and then be expected to include citizens with disabilities in community services, transportation, economic development, housing, recreation and leisure activities, clubs, organizations, etc. People from places of worship, social security, community education, and local councils can be recruited to be part of IEP teams.

Supplemental Security Income (SSI)

SSI is a federally-funded program for U.S. citizens who have disabilities or blindness. To be considered a "disability", the condition must keep the person from "substantial, gainful employment". Generally, any income earned from work amounting to over five hundred dollars a month is considered "substantial, gainful employment" and SSI eligibility monies may be affected, although there are exclusions that can be made that enhance an individual's actual monthly amount. It's important to add that not all income and/or resources are used in determining eligibility. One should apply for SSI one month prior to his or her eighteenth birthday. An individual should work with a representative from Social Security to determine specific benefits. Incentives are available for those who go to work. If a person qualifies for SSI, he or she automatically qualifies for Medical Assistance.

Minnesota Supplemental Aid (MSA)

MSA provides additional financial assistance if SSI and/or employment do not meet living expenses. Eligibility is determined by low income and resources, and monthly benefits differ according to individual need. Applications for MSA can be made at a county department of human services or welfare offices. One should note that if a person qualifies for MSA, he or she automatically qualifies for Medical Assistance.

Social Security Disability Insurance (SSDI)

SSDI is also a federally funded financial assistance program falling under the auspices of the Social Security Administration. To qualify for this program, a person must have worked for a period of time before becoming disabled. A person can also be eligible for SSDI if his or her parents receive Social Security benefits or if the parents have applied for benefits. The death of a parent may also make an individual eligible to receive SSDI. The monthly benefit amount is determined by the wages earned prior to becoming disabled or the earnings made by the parents.

Other Resources

A number of other resources exist that may be useful in the IEP/transition planning process. For example, a representative from the Social Security office can provide information regarding rules and regulations for people with disabilities and application forms. Mental health centers can provide evaluations and support through therapy, counseling, and consultation. The State Job Service offices provide job listings and can help with making applications and employer contacts. An array of health services such as family planning, nutrition, personal health care, prenatal care, and assistance with ongoing health issues can be provided by public health nurses or other health care providers. Depending on the individual student, representatives from these agencies may be included on the IEP/transition planning team.

Adapted with permission from *Making the Transition Team Work.* 1994. Minnesota Department of Education.

Summary

This chapter stresses the importance of understanding and appreciating the many differences between the ways one accesses the adult services system as opposed to the special education system. It's important to include representatives from the adult service system in the transition planning process. These representatives should be invited to participate at least two years before a student is scheduled to graduate.

The success of the transition process can often depend on the ability to build effective partnerships between schools and nonschool agencies and resources. Paraprofessionals are encouraged to become familiar with the range of community service agencies and other resources that may be in a position to help a student make a smooth and successful transition from the school environment. After becoming familiar with the adult service system it's important to find creative ways to bring teachers, students, parents, and paraprofessionals together with adult service providers to participate in the planning process.

Questions to Ponder

- Are some of the agencies that were outlined in this chapter unfamiliar to you? What are some ways that you could educate yourself about available services in your area?
- What strategies have you used or seen used to build interagency partnerships? What worked well? What could have been done differently?
- Why is it important to build linkages with adult services when assisting a student with his or her transition preparation?

3

Chapter Three

Roles & Responsibilities of Paraprofessionals

15 **Introduction**
15 **Section 1 Roles & Responsibilities**
18 **Summary**
18 **Questions to Ponder**

Introduction

Paraprofessionals' roles vary greatly depending on the students and professionals with whom they work, as well as the environments in which their responsibilities are carried out. A paraprofessional in a vocational program, for example, will likely spend most of the day with students in community work sites. Paraprofessionals who stay in school all day are much more involved with teachers and students in the classroom. Regardless of their roles, paraprofessionals enhance the learning process for students by creating more time and flexibility for teachers to plan and implement instruction. In addition to supporting teachers, paraprofessionals play an important role with students – offering one-on-one attention that regular and special educators may not be able to provide. (Pickett, 1993.)

Upon completing this chapter, you will be able to:

- Develop an appreciation for the many different roles that paraprofessionals can play in the transition process.
- Become familiar with the ethical responsibilities associated with paraprofessional work in transition.
- Recognize situations involving ethical issues and know how to solve or get help with ethical dilemmas.
- Understand the concept of confidentiality and its limits.

Section 1

Roles & Responsibilities

As representatives of a school district, paraprofessionals are expected to uphold certain professional and ethical standards. Most importantly, paraprofessionals must respect the human rights of the students, families and colleagues with whom they work. Maintaining confidentiality regarding the personal matters of students and families is of utmost importance. Paraprofessionals should become familiar with their school's policies and procedures regarding students' rights to privacy. It's important to note, however, that if a student's safety or well-being is in jeopardy, that information should be reported to the school professional who has ultimate responsibility for that student. (Pickett, 1993.)

Strategies for Paraprofessional Participation on the Transition Team

The following list represents some of the ways that paraprofessionals can participate in the transition planning process and roles that they may play on the transition team.

- Consult regularly with teachers about student performance during community and vocational training.
- Participate in IEP and transition planning meetings for individual students.
- Instruct and supervise individual and small groups of students in classrooms, community learning environments, and work sites.
- Use effective social, communication and problem solving skills to help students learn self-confidence, self-reliance and achieve as much autonomy as possible.
- Use appropriate instructional strategies to help students learn skills required to live and work in the community.
- Collaborate with IEP team members when writing transition goals.
- Analyze tasks and develop teaching sequences.
- Use functional assessment instruments (checklists, duration/frequency charts, etc.)
- Collect and record data about student performance.
- Maintain records required by the district or employers.
- Implement behavior management strategies established for individual students.
- Provide parents and other caregivers with information and assistance they can use to gain access to resources and support services for their child.
- Serve as a link between the school and work sites or other community settings.

Strategies for Maintaining Professionalism and Fulfilling Ethical Responsibilities

The following section provides some guidelines for considering confidentiality and other ethical issues and responsibilities.

- Maintain confidentiality about all personal information and educational records concerning students and their families.
- Respect the legal and human rights of children, youth and their families.
- Follow district policies for protecting the health, safety and well-being of students.
- Demonstrate an understanding of the distinctions in the roles of various education personnel.
- Follow the directions of teachers and other supervisors.
- Maintain a record of regular attendance, arrive and depart at specified times, and notify appropriate personnel when absent.

- Demonstrate loyalty, dependability, integrity, and respect for individual differences and other standards of ethical conduct.
- Follow the established chain of command for various administrative procedures.
- Demonstrate a willingness to learn new skills and participate in continuing education provided by the district.

Common Questions About Confidentiality

Paraprofessionals often have questions about maintaining confidentiality when working with students and their families. Here are some answers to some commonly asked questions:

- Why must confidentiality be maintained?
  Federal laws, state regulations, and local policies require it.
- Who may have access to written or oral information about students or their families?
  Only personnel responsible for the design, preparation, and delivery of education and related services; and/or personnel with responsibility for protecting the health, safety and welfare of a child or youth.
- Who should not have access to information about the performance level, behavior, program goals and objectives or progress of a child or youth?
  Personnel and others who aren't responsible for planning or providing services to students or their families.
- What information do students and their families have the right to expect will be kept confidential?
  The results of formal and informal assessments
  Social and behavioral actions
  Performance levels and progress
  Program goals and objectives
  All information about family relationships and other personal matters

Confidentiality Case Study

The following scenario is offered as a typical situation that you may encounter as a paraprofessional. As you read about the case, think about how you might handle this situation:

> You have recently been hired by Lincoln School as a para-educator. Before starting work you were told by your supervisor that you're required to maintain confidentiality about the lives and records of the students you work with. On your first day on the job you walk in to the teachers' lounge where you meet Ms. Carlson, who has been teaching at Lincoln for thirty-five years. Over the years she has come to know many of the families in the area and has developed opinions, which she frequently shares with others, about their lifestyles and the ways they raise their children. She believes that if some students are

Discussion 1

Give the students a few minutes to read the confidentiality case study and then ask them to come up with some different ways that this situation could be handled. Discuss the pros and cons of each alternative.

Activity 1

After discussing the Confidentiality Case Study, have students form pairs to role play the scenario using one or two of the strategies that the class came up with during their discussion.

"troublemakers" and "not too bright," their brothers and sisters will be as well.

This year Ms. Carlson has Elmer in her class and he's behaving exactly like his older brother Tyler did two years ago when she had him as a student. Ms. Carlson begins to talk about Elmer and all the things he did that day to disrupt the classroom.

Elmer and Tyler have a younger sister, Lizzy, who is in your class. You're fond of Lizzy and think she's doing well in school. Ms. Carlson keeps asking you about Lizzy, but you're concerned about both her openness in talking about Elmer and Tyler as well as her questions about Lizzy. You tell her that Lizzy's doing just fine, but she doesn't seem to believe you.

Scenario adapted with permission from Pickett, A.L., Faison, K., Formanek, J., & Woods, J. (1993). *A Core Curriculum and Training Program to Prepare Paraeducators to Work in Transitional Services and Supported Employment Programs.* The National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate School, and University Center. City University of New York.

Summary

This chapter touched on some of the many and varied roles and responsibilities of paraprofessionals working with student's in transition. It's important to continue thinking about the many ways that your participation can be helpful to your students' transition teams.

As a paraprofessional and service provider, you should be aware of your ethical responsibilities to your students and their families. Confidentiality is often one of your most important responsibilities. As you move forward, it will be useful to continue thinking about confidentiality in terms of its importance, the extent to which your students are entitled to it, and its limits.

Questions to Ponder

- As an individual working in a school or community service agency, what is your role regarding confidentiality?
- What resources should you access if you question your role in a confidential situation?

4

Chapter Four

Communication & Problem Solving

19 **Introduction**
19 **Section 1 Effective Communication**
22 **Section 2 Solving Problems**
25 **Summary**
26 **Questions to Ponder**

Introduction

Whether or not paraprofessionals are actively participating in a student's IEP meetings, they're always an important part of the transition planning team. Because they work closely with students and professionals in a variety of settings – regular and special education classrooms, work sites, community agencies, and students' homes – paraprofessionals provide a critical "communications link" among the various individuals in a student's life.

Paraprofessionals are sometimes confronted with problems that involve conflict or disagreement with others. Using good communication skills can often prevent problems form arising. But, when problems do arise, it's sometimes helpful to have some formalized techniques available to guide yourself to a reasonable and effective solution.

Upon completing this chapter, you will be able to:

- Become familiar with what it means to have an assertive communication style as opposed to a passive or aggressive communication style.
- Develop an awareness of your own social skills and communication style.
- Become familiar with some of the elements that foster clear communication between teachers and paraprofessionals.
- Become familiar with a formalized problem-solving technique.
- Begin utilizing problem solving techniques in approaching real-life situations.

Section 1

Effective Communication

While out in the community, paraprofessionals are the "front-line" representatives of the school as they work with students on developing employment and independent living skills (Pickett, 1993). Having such a visible job requires that they learn and practice the skills necessary to be effective communicators. The following are examples of three commonly used communication styles.

Passive Communication

- **Definition:** allowing others to treat you, your thoughts and feelings in whatever way they want, without your expression.
- **Characteristics:** avoiding problems, letting others take advantage of you, becoming angry.
- **Results:** feeling powerless, wasting time.

Discussion 1

Use Transparency 4.1 to discuss the three styles of communication. Ask students to share ways that they think these different styles could affect their effectiveness on the job.

Activity 1

Have students form groups of four to six people. Have them think of a problem that they might encounter with a teacher at their school. Then ask them to role play ways in which the problem could be addressed using passive, aggressive, and assertive communication styles. Instruct them to rotate roles so that everyone has a chance to participate as well as observe. After ten or fifteen minutes, ask the class members to share some of their experiences from the small groups.

Activity 2

Explain that the Communication and Social Skills Inventory is designed to help them assess their own strengths and weaknesses. Ask them to take a little time to fill in the inventory. Then, invite them to share with the class some ways that they might actively attempt to improve the areas in which they feel they aren't currently very strong.

Aggressive Communication

- **Definition:** Standing up for what you want, regardless of the rights and feelings of others.
- **Characteristics:** Attacking people rather than problems; letting anger get out of control; demanding not requesting.
- **Results:** Temporary satisfaction; offending others; fear and avoidance by other people.

Assertive Communication

- **Definition:** Standing up for personal rights and expressing thoughts feeling and beliefs in direct, honest, and appropriate ways which respect the rights of other people.
- **Characteristics:** Focusing on the problem; establishing good working relationships; dealing appropriately with anger; expressing feelings.
- **Results:** Solving problems, receiving respect from others, feeling good about yourself.

Adapted with permission from *A Trainer's Manual for the Students in Transition Planning Project.* 1987. PACER Center, Inc., Minneapolis, MN.

Paraprofessional Communication and Social Skills Inventory

This isn't a test: this is a tool you can use to rate your ability to communicate/interact with co-workers, students, parents, and other people you come into contact with on-the-job. It's designed to help you assess your social skills, your ability to express your feelings, and to help you identify skills you would like to improve. Circle the number to the right of each item that best describes how well you use a specific skill. When you have completed the inventory, review the various skills and think about those you feel are important to the way you perform your job. Choose three that you would like to improve and make a list of ways you can change these behaviors.

1 *Very poorly*
2 *Not very well*
3 *Average*
4 *Very well*
5 *Extremely well*

1	Active listening	1	2	3	4	5
2	Starting a conversation	1	2	3	4	5
3	Asking for a favor	1	2	3	4	5
4	Giving a compliment	1	2	3	4	5
5	Accepting a compliment	1	2	3	4	5

6	Accepting criticism	1	2	3	4	5
7	Giving criticism	1	2	3	4	5
8	Apologizing	1	2	3	4	5
9	Giving instructions	1	2	3	4	5
10	Following instructions	1	2	3	4	5
11	Expressing your feelings	1	2	3	4	5
12	Handling anger	1	2	3	4	5
13	Dealing with conflict	1	2	3	4	5
14	Problem solving	1	2	3	4	5
15	Standing up for your rights	1	2	3	4	5
16	Stating what you want	1	2	3	4	5
17	Stating an unpopular opinion	1	2	3	4	5
18	Saying "no"	1	2	3	4	5
19	Having a positive attitude	1	2	3	4	5
20	Asking questions	1	2	3	4	5
21	Completing tasks	1	2	3	4	5
22	Dealing with resistance	1	2	3	4	5

Adapted with permission from *A Teacher Self Assessment Inventory*, developed by Linda Thurston, Associate Professor Special Education, College of Education, Kansas State University, Manhattan, Kansas.

Strategies for Communicating with Teachers

There are a number of elements that must be present in any situation to ensure clear channels of communication. Some are commonplace and things we take for granted. If the members of the team aren't careful and don't pay attention, positive communication can be inhibited. For example:

- The attitudes and feelings of both teachers and paraprofessionals need to be known, respected and understood. They need to deal openly with their attitudes and feelings toward their roles and duties, their attitudes toward students with whom they work, their attitudes toward instructional styles and management and their attitudes toward the value of the other person's contributions. When feelings aren't shared and openly communicated, the nature of the relationship won't grow and the team will be less effective.
- An understanding of the similarities and differences among the people involved in the team must be recognized and understood. They may include different points of view about educational strategies, different values, different cultural and religious heritage, different levels of education and experience and other factors that can affect the working relationship.

- Teachers, paraprofessionals, and other education personnel should actively seek to develop and share a common vocabulary.
- Teachers must make sure that their directions and expectations are clearly understood and that paraprofessionals have the information and skills they require to perform their assigned tasks.
- Paraprofessionals must be willing to ask for clarification or assistance if an assignment isn't understood.
- Teachers should determine what special interests, talents, and training the paraprofessionals have that will complement and enhance their own skills and improve the delivery of education services to children and youth.
- The team must actively work to create a climate of cooperation, trust, respect, and loyalty by meeting regularly to discuss procedures and techniques that will establish and maintain open channels of communication.

Adapted with permission from *A Training Program for Paraprofessionals Working in Special Education and Related Services* (2nd edition, 1990). Center for Advanced Study in Education, Graduate School, City University of New York.

Section 2

Solving Problems

Many times, because of the pressures of other duties, education teams may ignore or postpone dealing with a problem that involves disagreements or conflicts with adults with whom they work. This may often accentuate the differences among individuals involved in planning and implementing education and related services. It's necessary for the people involved to decide on a course of action. Finding mutually acceptable solutions isn't always easy, and the responsibility for developing effective procedures for alleviating problems are likely to be left to the teachers and paraprofessionals with little outside assistance or support.

A Problem Solving Technique

The following are a series of steps that can be used by teachers and paraprofessionals to improve their ability to work together and with students, parents and others. While this approach to problem solving is based on people working together to achieve consensus, there are often times when it's necessary for teachers and other supervisors to make decisions that paraprofessionals may not always fully appreciate. However, by maintaining open lines of communication and mutual trust these problems should be few and far between.

Step One – Identify and Describe the Problem

A situation must be clearly understood if concerns and issues will lead to a satisfactory solution. Everyone involved in a situation or participating in planning efforts should describe the problem in their own words and from their own point of view. This may be done by asking and answering these questions: What is the problem? Who is involved? Who is affected? How are they affected?

Step Two – Define and Determine the Cause of the Problem

It isn't enough to identify the problem: it's essential to determine what has created the problem and causes it to persist. For example, the problem may be caused by "outside conditions" (contractual agreements, a lack of financial resources) that an instructional team may have little ability to change, or it may have its roots in a lack of understanding of the distinction between the roles and duties of teachers and paraprofessionals. Other factors that may influence how a problem is defined may include differences in values and attitudes, age, work experience, education, cultural heritage, or religious beliefs. Still other concerns may be connected with the move to restructure education systems and procedures, efforts to provide education services in community and learning environments, and the need to involve parents and other caregivers in all aspects of their child's education. It's important that the real problem be separated from surface events and that areas of agreement and disagreement be identified.

Step Three – Decide on a Goal and Identify Alternative Solutions

Only once the problem has been identified can strategies be developed. The primary question that needs to be asked and answered is "what do we want to achieve and how can we go about achieving it?" By working together and brainstorming a list of alternative solutions to the problem, the team members will have several options that will enable them to choose a course of action with which they can all live. It will also enable them to determine what additional information, physical or human resources, skills or knowledge they will need to carry out the solution and whether or not these resources are essential to achieving the goal.

Step Four – Select and Implement a Course of Action

To make a decision about which course of action will be tried, the participants should decide which solution is most likely to get the desired results. Agreeing on a solution isn't enough. The participants must try it out and test it to see if it will work. They must also give it enough time to see if the solution will work since behaviors and new skills can't be changed overnight. The goal isn't necessarily to agree on a final course of action or agree on a point of view, but to find a common ground which everyone is willing to accept. Acceptance does not equal agreement.

Step Five – Evaluate the Results

Has the problem been resolved? Is there progress? If not – why? Should we try another one of the alternatives? Should we ask for assistance from other sources? All of these are questions that will need to be addressed in order to assess the effectiveness of the process.

Additional Problem Solving Strategies

1 **Define:**
- The problem as one person sees it.
- The problem as the other person sees it.
- Develop a common or shared definition.

2 **Ask:**
- Who is involved.
- How are they involved.
- What behaviors or attitudes of the different individuals need to be changed.

3 **List:**
- Areas of mutual agreement concerning problems.
- Areas of disagreement.
- The barriers to finding a solution.

4 **Develop:**
- Desired goals.
- Solutions by brainstorming various ideas.
- A list of resources, information, or assistance that will help you achieve the goal.

5 **Implement:**
- The solution for a specific time period and evaluate the effectiveness of the solution.
- If necessary, select and implement another alternative.

Problem Solving Scenarios

During all phases of transitional and vocational training, paraprofessionals and the students with whom they work will come into contact with many people including employers, co-workers, clerks in stores, bus drivers, members of the general public, representatives of human services agencies that provide forms of support and assistance. Review the following scenarios and develop one or more strategies you might use to prepare the student to cope with the situation. Be prepared to discuss your ideas with the other members of the class.

1 You're training Jerry to recognize and follow traffic signals. A jaywalker crosses the street against the light and Jerry tries to cross with her. When you take Jerry's arm, he begins to yell at you and then refuses to cross when the light changes. What will you do?

2 John works for a catering company serving a major airline. You trained him to set up the meal trays for the coach class seats and faded your assistance several weeks ago. Yesterday the teacher received a call from John's supervisor. John had been transferred to doing the trays for the first class section which required him to fill small salt and pepper shakers and place them on each tray rather than wrap individual packets in a napkin. Filling the shakers was difficult for John – so he substituted the packets. The supervisor tried several ways to help John fill the shakers and do the job properly. Finally, John threw several shakers on the floor and stormed out. The supervisor says they need someone for the job who is flexible and can be assigned to different tasks at a moment's notice and John does not seem to be able to do this. What can you and the teacher do to assist John and the supervisor?

3 You're teaching Joanne to use an automatic teller machine (ATM). She keeps punching in the wrong access code and starts to pound on the machine when she does not receive the money. There are three or four people in line behind her. The bank manager approaches you, says Joanne is annoying the customers, and asks you to use another branch. What strategies would you use to assist Joanne and to help other people understand the situation?

Adapted with permission from Pickett, A.L., et al. (1993). *A Core Curriculum and Training Program to Prepare Paraeducators to Work in Transitional Services and Supported Employment Programs*. The National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate School, and University Center. City University of New York.

Summary

This chapter gave you a framework for evaluating your communication style and some strategies for communicating with teachers. The chapter also presented some formalized approaches to solving problems that you may encounter as a paraprofessional. Problems can often be prevented by utilizing good communication skills. If problems do develop, it might be helpful to develop a solution using an approach like the ones presented in this chapter. Remember, one of the keys to many problem-solving strategies is to break the process into small, manageable steps and then to proceed in an organized fashion.

Activity 1

Divide the class into small groups and assign each group one of the scenarios outlined in this section. After the groups have had time to develop some strategies, have them share their ideas with the rest of the class. If you have time, use one of the scenarios from Activity 1 in conjunction with Transparency 4.2, to go through the problem solving strategy step by step. Emphasize that one of the benefits of using this strategy is that it breaks the problem solving process into small, manageable steps.

Questions to Ponder

- Can you think of a situation in your life when it might have been helpful to step back from a problem and employ a formalized problem solving strategy? How would the solution have been different?
- Many of us find it difficult to look at our own communication styles objectively and non-defensively. What was it like to use the Communication and Social Skills Inventory in this chapter to evaluate your own skills? Do you think you might respond to the items in the inventory differently depending on the situation or with whom you were communicating?
- Effective communication involves active participation from both people involved. Are you comfortable asking for clarification from a teacher or other team member when you don't understand what is being said?

5

Chapter Five

Assessment

27 **Introduction**
27 **Section 1 Assessment**
29 **Section 2 Observing & Recording Data**
31 **Section 3 Setting Transition Goals & Objectives**
34 **Summary**
34 **Questions to Ponder**

Introduction

Before a transition team can set transition goals with a student, information about the student must be gathered and analyzed. The process of collecting, analyzing, and interpreting information related to the student is called *assessment*. As part of the assessment process, a paraprofessional may be called upon to observe the student as he or she interacts with the environment and learns new skills. In order to make full use of the observational data, objective and accurate records must be kept. Using the information from the observation and assessment, the transition team is better able to develop transition goals that are appropriate to the student's needs.

Upon completing this chapter, you will be able to:

- Become familiar with the different methods of assessment discussed in the chapter: standardized testing, behavioral checklists, and functional assessments.
- Understand what is meant by "objective observation".
- Report behaviors in a manner that is both observable and measurable.
- Be familiar with ways that observations are recorded.
- Understand the distinction between goals and objectives.
- Be familiar with developing objectives that include the three components of behavior, criteria, and conditions.

Section 1

Assessment

Assessment is the process of collecting and interpreting information relating to a student with a disability. The purpose of assessment is to determine the student's present skill level. This provides a basis on which new learning experiences can be planned. Usually, before a student is assigned to a particular program or classroom, a thorough assessment has been carried out. This will have included a comprehensive look at the student's physical, cognitive, social, emotional, and linguistic development and a determination of his or her strengths in each area. Traditionally, teachers and other professional staff have been responsible for conducting some of the assessment activities. Paraprofessionals are often asked to help identify the student's functional capabilities by observing and recording information. It's important to remember that many times the people with the most relevant and important information are those who spend a large amount of time with the student. Parents, relatives, and peers can contribute valuable information which can also be considered assessment data. Direct conversations with and observations of the student can also yield valuable insights.

Activity 1

Write each of the three types of assessment on the board. Ask the students to name some advantages and disadvantages of each assessment approach. As they list them, write them below the appropriate group. When you feel you have generated enough input from the class, have a short discussion about which methods will give the most information for transition planning with students with disabilities.

Three Ways to Carry out Assessment

Assessment can be done in a variety of ways. Standardized testing and behavioral checklists are two types of assessment that require special instruments to perform. Each of these is discussed below. However, observations of how students use specific skills to manage their environment are an important part of the assessment process as well.

Standardized Testing

Standardized tests are always given in the same way – using the same instructions and the same material – and scored using the same method every time, one which is based on the scoring of tests administered to a broad range of people, and for which an "average" score or a "norm" has been established.

Standardized tests compare how well an individual student performs a given task in comparison to the way in which many other students of the same age have performed the same task. In order for standardized tests to be useful and fair, the group of people to whom the individual is being compared must reflect the cultural and ethnic background of the student being evaluated. Each school may use its own battery of tests and assessment tools depending on what it finds most useful or valid. There is no consistency across all schools.

Behavioral Checklists

Behavioral checklists categorize and list specific behaviors, usually in specific developmental areas such as fine motor, cognitive, language, gross motor, etc. Usually, specific behaviors are also listed in the sequence in which they occur in a "typical" developmental pattern. The person using the checklist simply checks off whether or not the student is able to perform that specific type of behavior. The checklist can be helpful in formally evaluating specific skills in the classroom or other areas. They can also be used informally to indicate strengths and possible areas where assistance is needed.

Functional Assessment

While both standardized tests and behavioral checklists will probably remain as an integral part of the assessment data that is gathered for each student with disabilities, the most important assessments are usually done informally and relate to the functional skills of the individual. Almost of us would have a difficult time if it were necessary for us to meet the criteria of a specific test battery in order to get on with our lives. For example, what if scuba diving, glider flying, bowling with an average score of 200, and mountain climbing were set as the criteria for any of us to go to our next life goal? This is a silly question, of course, but it has some relevance when one thinks of all the assessments that may be carried out on students with disabilities. (See the Transition Assessment Guide in Appendix C.) With functional assessments, the student, the parent, a relative, or a friend often have the most valid information and their insights should be included. This can be done with informal surveys or checklists.

Adapted with permission from Pickett, A.L., et al. (1993). *A Core Curriculum and Training Program to Prepare Paraeducators to Work in Transitional Services and Supported Employment Programs.* The National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate School, and University Center. City University of New York.

Section 2

Observing & Recording Data

Acquiring and using objective skills of observation and data-keeping are important to all education paraprofessionals, no matter whether they work as instructional assistants, transition trainers, or job coaches. Much of the information required to let the team know whether or not students are gaining new skills is acquired by careful observation and good record keeping. In addition, observation will keep the team posted on whether or not the students are learning and using the functional skills necessary to let them achieve the objectives and long-term goals that are outlined in the IEP or ITP.

Through observation we can learn what the students can do, what they like or dislike, how they behave under various circumstances, and how they interact with people around them. There are two points to remember when making observations: a behavior must be both *observable* and *measurable*. In other words, we must be able to see or hear a behavior, and we must be able to count or time how often it occurs.

For example, an observation that says, "Frank hit John on the arm twice within five minutes," fulfills both of these points. The observer saw Frank hit John, and counted the hits as they happened. An observation that says, "Annie was being her usual schizophrenic self this morning," fails both points. "Her usual schizophrenic self" really tells us nothing about Annie. It is, instead, a judgment call made by the observer and gives no information. It doesn't tell us what the observer saw and, since we don't

Discussion 1

Using Transparency 5.1, discuss what it means to be objective in one's observations. Emphasize, in particular, that reported behaviors should be both observable and measurable. If you have time, ask the class to generate some behavioral scenarios, and then ask class members to report the scenarios in both an appropriate and inappropriate fashion.

have that information, there's nothing to count – and, therefore, we have nothing to build on when planning personalized instructional interventions.

Recording Your Observations

There are several ways to record your observations.

- **Checklists:** These may be in the form of standardized checklists which include specific skills and behaviors based on developmental levels, or a list of behaviors compiled by a teacher. When paraprofessionals work with a checklist, they simply watch the student and record whether or not she or he is doing the behavior described.
- **Anecdotal Records:** These usually consist of a sentence or two written in a notebook that describe what the student is doing at a specific moment. When making an anecdotal record, only behaviors that can be seen or heard and behaviors that can be counted should be recorded.
- **Interviewing:** This is a specific kind of record keeping, one in which the team is trying to determine what the student likes or dislikes, his or her interests or other feelings or beliefs that can't be observed. When interviewing, it's extremely important to record precisely what the student says. There's no room for editorializing with this kind of record. Interviewing parents and caregivers is also very important.
- **Frequency or Duration Notes:** Sometimes, the information that is to be collected refers to how often or for how long a behavior is occurring. For example, the team may want to know how many times a student talked to or communicated with his or her playmates or how often a student initiated a conversation with co-workers. For this kind of record keeping, paraprofessionals will count the frequency of the behavior occurring and observe how long some behaviors last. For example, a transition facilitator might watch to see how long a student in supported employment works without supervision, or how well the student follows instruction.

Adapted with permission from Pickett, A.L., et al. (1993). *A Core Curriculum and Training Program to Prepare Paraeducators to Work in Transitional Services and Supported Employment Programs.* The National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate School, and University Center. City University of New York.

Section 3

Setting Transition Goals & Objectives

When the individual, family and education team develop an IEP together, there are key questions to ask that will enable the establishment of goals and objectives that will facilitate the student's integration and participation in community settings. The team should be sure that they can answer the questions before they start planning. The questions include:

- What are the student's ultimate goals?
- Will the skills that we propose to teach help this student to achieve his or her goals?
- Are the skills to be taught practical and functional? If the student does not learn a skill, will someone else need to perform the task for him or her or provide assistance?
- Will learning the skills enhance the life of the student and enable the student to enjoy life more?
- Although we may want to teach many skills, time is a factor. Which of those proposed are of highest priority for the student?

Appropriate Goals

Future Adult Goals

Future adult goals are statements that describe a student's future goals in the five transition areas:

- Home living.
- Leisure and recreation.
- Community participation.
- Post-secondary training and learning.
- Jobs and job training.

These goals are based on a student's interests and skills and are gradually more refined as a student nears graduation. They provide the direction for annual goals and objectives.

Annual Goals

Annual goals need to be stated in such a way that anyone who reads them knows exactly what is meant. For example, an annual goal for an adolescent may be, "Juan will increase his stamina on his gardening job from five hours a week to twenty hours by May 1, 1997." The goal is clear and describes precisely where Juan wants to be in the future.

Discussion 1

Use Transparency 5.2 to lead a discussion on goals and objectives. Have students come up with examples of goals and objectives. Write them on the board or overhead. Have the class identify the behavior, criteria, and condition for each example.

Activity 1

Break the class into small groups and ask them to underline the behavior, criteria, and conditions in each of the four examples of transition goals and objectives given in the chapter. Also ask them to write an additional objective for each example.

Objectives

Each goal carries a series of objectives to accomplish. Some of them may include skills that the student needs to learn in order to attain the goal. Some of them may be activities that staff or family need to carry out so that the individual may reach the goal. An example would be arranging transportation so that a student can physically get to the desired places. Instructional objectives are statements that generally have three components:

- The behavior or the description of the skill the student will be able to do when the instruction is complete.
- The criteria or description of how the behavior will be evaluated.
- The conditions or a description of how the activity will be taught.

Goals and objectives should be written in such a way that the student, first and foremost, understands them and comprehends what is expected.

Adapted with permission from Pickett, A.L., et al. (1993). *A Core Curriculum and Training Program to Prepare Paraeducators to Work in Transitional Services and Supported Employment Programs.* The National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate School, and University Center. City University of New York.

Examples of Transition Goals and Objectives

Community Involvement

- **Long-term Goal:** I want to be able to vote, go shopping on my own, keep up my own health care, and join some community clubs or organizations as an adult. I also want to travel in my community on my own.
- **Annual Goal:** I will increase my participation in extra curricular school activities from none to one per quarter by 6/96.
- **Objective:** Given a list of extra-curricular activities, I will pick one activity to get involved in each quarter and will make an appointment to talk to the activity advisor ahead of time to figure out if I want to get involved and to discuss accessibility and accommodations. I will pick an activity at least two weeks before the beginning of each quarter, as monitored by my IEP manager.

Employment

- **Long-term Goal:** After having lots of jobs, I decided that I like and am best at working in an office with lots of people around.
- **Annual Goal:** During this final school year, I will apply for and be hired in a clerical employment position where I will progress in independence from full-time support to a daily check by school support personnel with support from co-workers as needed.

- **Objective:** With the help of my DRS counselor, I will look for a job near my home. When I find a job I like, I will increase independence on the job from 100% support to a daily check by June, 1996, as monitored by my work experience coordinator.

Home Living

- **Long-term Goal:** Thomas will continue to live with his family for a while after completing high school at age twenty-one. He enjoys having his own room; he also like the company of people who are quiet and caring. We can tell this by the way he smiles when he's in his room and around his family and friends. He gets agitated when he has to share a room at his respite provider's home, when he's in the hospital or around loud people and strangers. A future living situation with a lot of people or noise wouldn't suit Thomas. At some point, Thomas' family hopes he can share a quiet house or apartment with another man who is caring and quiet. From past training, it appears Thomas will need continual support with personal and daily living activities throughout his adult life.
- **Annual Goal:** Thomas will increase his skills in choosing and preparing snacks and simple meals from being able to select a food item when two items are set in front of him and preparing about five food items, to selecting a snack from the refrigerator or cupboard and preparing up to ten food items, including breakfast, snacks, and a bag lunch.
- **Objective:** Given a stocked refrigerator and cupboard, Thomas will select the snack of his choice after school on four out of five school days per week by the end of the school year as monitored by his mom and teachers.

Post-Secondary Education and Training

- **Long-term Goal:** I want to work in the law enforcement field, maybe as a dispatcher. I plan to go to a post-secondary school that has training in law enforcement.
- **Annual Goal:** I will increase preparation activities for Fall, 1997, entry into a post-secondary setting that offers a program in my interest area from having visited several post-secondary sites to completing an application and being accepted into an educational setting, finding financial aid, and setting up accommodations by graduation this spring.
- **Objective:** I will travel by city bus to the office of my State Services for the Blind counselor and meet with my counselor at least four times over the course of the school year for assistance in planning and funding my post-secondary education as monitored by my SSB counselor.

Adapted with permission from *Making the Transition Team Work.* 1994. Minnesota Department of Education.

Summary

This chapter has introduced standardized testing, behavioral checklists, and functional assessments in order to familiarize you with some of the more popular and current assessment methods. The chapter has also stressed the importance of objective observation during the assessment process. The last part of our discussion of assessment focused on some of the ways that observations are recorded. We stressed the need to record observations in a way that is both observable and measurable.

The last part of the chapter emphasized the distinction between *goals* and *objectives*. Goals should be stated as precisely as possible. Objectives should be stated in ways that include a behavior component, a criteria component, and a condition component.

Questions to Ponder

- Remember that the records you keep are used to make decisions that impact on your students' lives. Can you imagine a situation in which two different observers might observe the same event but record and report the event very differently? Taking it one step further, can you imagine how different decisions might be made or different goals might be set depending on which records were used?
- What are some of the advantages of having goals and objectives that are very specific? Can you think of any disadvantages?
- Standardized tests are often criticized as an assessment tool because they aren't always very reliable (i.e., the student might score differently the next time the test is given.) What would you do if you saw a test result that you didn't think accurately reflected a student's performance, aptitude, ability, etc.?

6

Chapter Six

Student & Family Involvement

35 **Introduction**
35 **Section 1 Student Involvement in Transition Planning**
38 **Section 2 Self-Determination**
40 **Section 3 Family Involvement**
46 **Summary**
46 **Questions to Ponder**

Introduction

Students must be actively involved in their transition planning beginning at age fourteen. Involvement means that, to the best of their abilities, students participate in and provide input into the development of their transition goals. It's the school's responsibility to encourage student involvement by planning activities designed to inform them of their options, show them the pros and cons of various courses of action, and teach them how to participate in the IEP meeting. Students must be encouraged to attend their IEP meeting and be provided with support to participate in those meetings (Wehman, 1992).

Self-determination concerns the attitudes and abilities that lead people to take charge of their lives. This includes the opportunity to exercise choice, effectively solve problems, and take control and responsibility for their actions. In the transition process, as in life, self-determination is enhanced through a collaboration between concerned parties: teachers, paraprofessionals, families, community representatives, and students.

Upon completing this chapter, you will be able to:

- Begin to build a set of strategies and resources that will help students to be involved in their own transition planning.
- Develop some insight into the types of activities that students might need to participate in to ensure their successful transition.
- Develop an awareness of the types of student/paraprofessional interaction that encourage self-determination.
- Develop or heighten your appreciation for the diversity of ways in which students experience a sense of family.
- Gain an understanding of the many roles that parents play in the transition of their sons and daughters.
- Understand some of the ways that you can offer support to students and their families during transition planning and implementation.

Section 1

Student Involvement in Transition Planning

The Paraprofessional's Role

Because paraprofessionals work one-on-one with students on a daily basis, they often develop very close relationships with them. Through highly individualized instruction, paraprofessionals are able to provide students with opportunities to gain new skills and hands-on experiences that would otherwise not be available to them. The most effective paraprofessionals allow and encourage their students to work as independently as possible. This strategy prevents students from becoming overly dependent on them.

The longer students and paraprofessionals work together, the more likely students are to open up and disclose personal information. Because of this, paraprofessionals often find themselves "counseling" students on issues and problems that are unrelated to their work. While some personal talk is natural, extensive counseling should be left to the school professionals who are trained to deal with these complex matters. A good rule to follow is if personal conversations are getting in the way of accomplishing your work, then you should suggest that the student talk to a trained professional. (See Chapter 3 for more information.)

Discussion 1

Take time to discuss the close relationship that often exists between the paraprofessional and the student. Have students come up with examples of how this relationship can be beneficial for students. You may also want to ask students to help you build a list of potential problems associated with this type of relationship (e.g., learned helplessness, the paraprofessional as a counselor, etc.)

What Do Students Want and Need?

When young adults with disabilities were asked what they thought students should do to ensure a successful transition, they offered a variety of practical suggestions. These comments were taken from forums held throughout Minnesota and interviews with former students of the Minneapolis Public Schools:

- Work on transition planning with your IEP manager. Write down your goals, plans, and what you like.
- Learn good communication skills so you can tell people what you want.
- Learn about resources like SSI (Supplemental Security Income), DRS (Division of Rehabilitation Services), and social services, and get information on all available options.
- Take a more active role in meetings. Take more responsibility and ask more questions.
- Join groups that can help, like local advocacy groups, church groups, and community education classes. Get more work experience, especially by trying to work part-time for pay.
- Take classes in independent living. Learn how to cook, shop, budget, and how to recognize and count money.
- Find out how to access community resources, services, and emergency systems and how to get help filling out forms. Learn self-determination and advocacy skills and how to make decisions.
- Get a driver's license, if you can, or learn how to use other transportation systems.
- Be serious, do your homework, and budget your time. Learn to use a calendar to write down your assignments and to help you plan time to study. Tell your teachers you have a disability.

- List your strengths and challenges. Find out what you're good at and put extra effort into areas that you're best at. Then set goals and go for them, but don't be disappointed if you can't do everything – no one can do it all.
- Learn about accommodations that will help you, like using a spell-checker, asking people to show you how to do things instead of expecting you to read it from a book, using note takers, asking for extended time for tests, asking for tutors, having books read to you and using taped textbooks, and having someone read and edit your papers before you turn them in. It will help you a lot if you learn what these accommodations are and how to ask for them before you leave high school.
- Visit schools, talk to some instructors, and sit in on some classes before you decide which school you want to attend.

Adapted with permission from *Minnesota Speaks Out.* 1994. Minnesota Governor's Planning Council on Developmental Disabilities, and from *Making the Transition Team Work.* 1994. Minnesota Department of Education.

Paraprofessional Strategies

How to Involve Students in Transition Planning

- Starting at age fourteen, always have the student attend his or her transition planning meeting, regardless of whether you feel they will understand or participate fully.
- Include transition planning and related instruction in the school curriculum to assist students in learning why participation is essential.
- Assist the student in identifying goals and dreams prior to the planning meeting. Use a checklist, survey, or other informal tool to pinpoint priorities of the student.
- Direct as much of the plan development and questioning process to the student as possible.
- Have the student assume as much responsibility as possible in the before, during, and after stages of the planning process.
- Whenever possible, assign tasks identified on the transition plan to the student and offer to provide the necessary supports.
- Have the student make his or her own appointments, fill out forms, and call for information as often as possible.
- Avoid activities that increase learned helplessness. Assist students in developing as many independence skills as possible.
- Direct questions at the team meetings to the student and guide the meeting based on their responses. Don't try to avoid the student's concerns or speak as if the student wasn't there.
- Prepare the student ahead of time for what will happen at the meeting: how to participate, what is expected, etc.

Section 2

Self-Determination

The Paraprofessional's Role

All students, regardless of the severity of their disability, have the potential to learn. One of the capacities they can acquire is self-determination. Learning to take control of one's life is an ongoing process. While some students will acquire these skills informally, others may need specific instruction to facilitate the acquisition and use of those skills and attitudes necessary to take charge of their lives. In addition, students with disabilities need opportunities to exercise these skills within the school and community.

Activity 1

Break the class into small groups. Have them discuss strategies that might help a student who has become very dependent on a paraprofessional's support to advocate for him or herself. When the class reconvenes, have them share some of their ideas as you write them on the board or overhead.

Paraprofessional Strategies

Encourage Self-Advocacy

Students who enhance their self-determination skills learn to assert their rights and clearly communicate their needs, becoming advocates for themselves in the process. Students themselves are in the best position to define their personal vision and advocate for the changes and supports they believe will make it a reality.

Increase Responsibility

When students exercise control over their lives, they learn to take responsibility for their actions. The best way to teach students about responsibility is to give them the opportunity to make choices and experience the outcomes of their decisions.

Enhance Motivation

When students have opportunities to set personal goals and make choices, they become partners in the learning process. This increases their motivation, directly enhancing the quality of learning within the classroom. Motivated students are likely to increase their participation in learning activities. In addition, difficult-to-reach students may become motivated to get involved when given opportunities to experience some control over their education.

Encourage Prosocial Behaviors

Inappropriate classroom behaviors often represent students' most effective means of exercising control over their environment. By teaching students to take charge of their lives and providing them daily opportunities to practice choice-making, self-control, and personal advocacy skills, we promote the development and use of prosocial means through which to exercise control within the classroom, school and community.

Improve Self-Esteem

Exercising control over one's life leads to a feeling of positive self-worth and increased self-confidence. Promoting the self-determination of students has the potential to increase their belief that events are under their personal control. The feeling of being in charge is likely to lead to an enhanced sense of competence. When students increase their perception of control, they improve their focus, task persistence, motivation, and subsequent educational outcomes.

Enhance Inclusion

When we encourage students to take charge of their lives, we are assisting them in the process of becoming a fully included member of society. Self-determination skills directly enhance the capacity of students to live independently or semi-independently in the community, acquire and maintain employment, and develop a supportive circle of friends.

Promote Self-Awareness

Individuals can only truly be aware of their capacities and limits through a lifelong pursuit of challenge and through experiences of success and temporary misfortune. Students are often not given the opportunity to experience this process. Through first-hand discovery of their own capacities, students can understand, adjust to, and accept the challenges imposed by a disability. In addition, students can better appreciate and take advantage of their talents and strengths through this process.

Encourage a Positive Public Image

People with disabilities are often viewed in a negative light by the general public. Enhancing the capacity of students with disabilities to make mature, independent choices will facilitate a positive change in this image. Enhanced self-determination will promote a view of people with disabilities as members of society who are entitled to full rights as citizens and who are respected for their abilities and the contributions they make to the community.

Promote Independence

When students are encouraged to take charge of their lives, their independence is enhanced. Students who aren't given the opportunities to make these decisions learn to be dependent on others. Students who are taught to make their own choices and are given opportunities to apply these skills to their own lives learn to make mature, informed decisions.

Enhance Awareness of Rights

Promoting self-determination will enhance the acceptance and understanding of the basic human rights of all individuals, including those with disabilities. Moreover, it will provide a convenient forum to discuss topics which are often associated with the infringement of human rights, such as prejudice, stereotyping, and bias. These are valuable lessons not only for students with disabilities but for all people in society.

Create a Vision of the Future

All of us dream about our future. This basic right may be denied to people with disabilities. Their vision is often determined by others. Enhanced self-determination will facilitate a student's acquisition of the self-awareness, problem-solving, personal advocacy, and self-regulation skills necessary to create this vision for their future.

Enhance Personal Control

Beyond simply creating a vision for their future, self-determination skills enable students to actually realize this vision – on their terms. In doing so, they begin a direct and immediate enrichment of the quality of their lives, and also a cumulative enrichment over the long-term outcome of life. Students with refined self-determination skills enhance personal control over their lives.

Adapted with permission from *Teaching the Possibilities: Post-Secondary Education and Training*, 1992, Minnesota Department of Education, and from *Self-Determination Curriculum*, 1994, developed by the Institute on Community Integration.

Section 3

Family Involvement

Families of students with disabilities must be encouraged to participate actively in their son or daughter's transition planning. It's the responsibility of the school to see that one or both parents are present and involved in their child's IEP meeting. This often involves scheduling meetings at convenient times and places for parents and arranging for an interpreter for parents whose native language isn't English.

Educators should talk to students and their families about the goals and dreams they envision for their child once he or she leaves school. Do they see their child living independently, working in the community, or going on to a technical or community college? Outcomes in each of the five transition areas (employment, home living, community participation, recreation and leisure, and post-school training and education) need to be addressed with families long before their child is ready to leave school. Once these questions are answered, a transition plan can be developed with goals and services designed to meet the specific outcomes for the individual student (Wehman, 1992). Families should be able to choose the services they feel are appropriate rather than simply being satisfied with those already in place. An informal checklist or survey can be given to families ahead of time to help them pinpoint areas of interest or concern. The results can be used to guide discussion at the meeting.

What is a Family?

A definition:

> A family is two or more individuals who may or may not share blood ties or be related by marriage and who share similar values and attitudes. Adult members of this group take responsibility for the children living with them by providing for education, values training, clothing, and food. The individuals in the group see themselves as united in their goals and aspirations. (*Pickett, 1993*)

What Families Want and Need

When Minnesota parents of high school students were asked about their opinions on transition services, they offered the following comments:

- Transition objectives should be included on IEPs.
- They need information about available options both in school and for the future.
- They want to feel free to ask questions and make suggestions. Their participation in transition planning is important.
- Students' likes and desires should be respected.
- Students should be taught to be self-advocates.
- Teachers should be helped to accept students who are making decisions for themselves.
- Teachers should be allowed and encouraged to get out into the community to develop options.
- Clearly defined plans for accessing services in adult environments should be developed.
- Teachers should receive incentives to learn more about transition; more training needs to be available.

Adapted with permission from "Minnesota Speaks Out", Minnesota Governor's Planning Council on Developmental Disabilities in *Making the Transition Team Work*, 1994, Minnesota Department of Education.

Discussion 1

As part of your discussion about the importance of involving families in the transition process, use Transparency 6.1 to begin a discussion of the family. Ask students to offer their ideas about what makes a family. List them on the board as they are verbalized.

Appreciating Diversity

Working in the schools means that you may be involved with students and families from many different countries, cultures, and economic backgrounds, as well as ability levels. The challenge to educators is to encourage each individual to enjoy his or her difference and to help each person participate fully in all activities (Pickett, 1993). Because paraprofessionals work so closely with students and their families, they must be especially sensitive and respectful of the differences between themselves and the families with whom they work. The following case study describes an example of "differences" that may be seem subtle or invisible to a professional but are actually very important to the individual.

Case Study: Clarence

Clarence's teacher indicated that she had signed up his entire class to take cardiopulmonary resuscitation instruction as part of the requirement of their health course. Clarence couldn't find a way to tell her that his family didn't believe in providing CPR to people who might be dying. They believe that no one should intervene when it's time to die.

Discussion 2

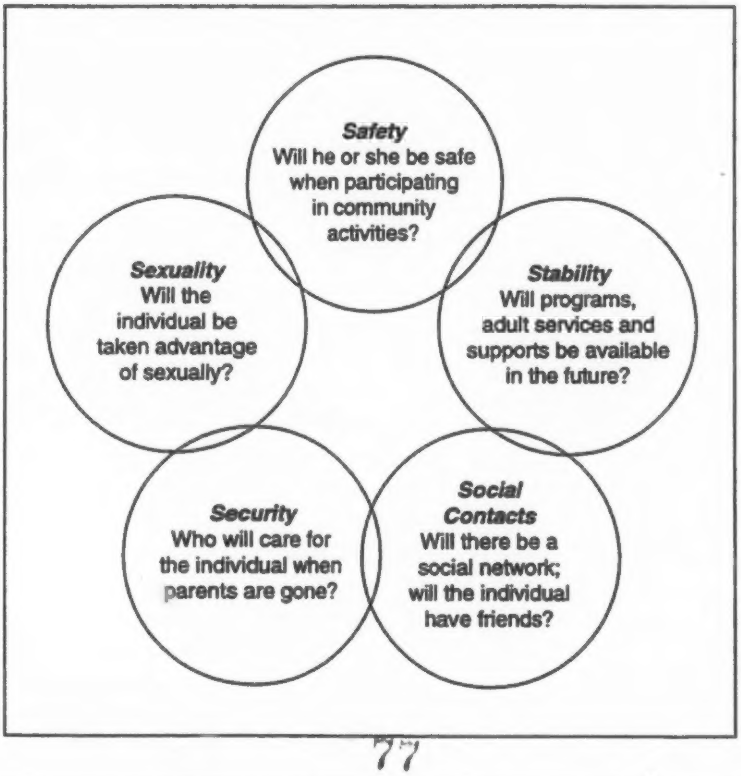
Using Transparency 6.2, go over the different types of fear that families may experience when their child begins the journey into adulthood. Ask students if they can think of other fears that might be present. Can they think of ways to overcome those fears?

Activity 1

Have the class break into small groups. Have each group list ten things they could learn from the students with whom they work. (For example, drive a wheelchair, learn Spanish, or eat gefilte fish). Have them share the list with the rest of the class.

Respect the Grief Cycle

Some families will experience grief when they begin to think about their son or daughter entering adulthood. This grief is often brought on by different types of fears that families may experience during the transition process. Understanding these fears will allow you to better support and work more effectively with these families. The figure below illustrates some of these fears:


Safety
Will he or she be safe when participating in community activities?
Sexuality
Will the individual be taken advantage of sexually?
Stability
Will programs, adult services and supports be available in the future?
Security
Who will care for the individual when parents are gone?
Social Contacts
Will there be a social network; will the individual have friends?

Roles Parents Play in Transition Planning

Parents as Providers of Unique Information

Parents can provide valuable information on the student's personal traits, interests, aptitudes, and behaviors related to their future goals and objectives. Unfortunately, because parents often don't have confidence in their views about the student's abilities, they are often reluctant to tell professionals at Individualized Educational Program meetings and transition planning meetings what they know about their children. Here are some tips to encourage parent involvement:

- Listen to parents and respond based on their needs and values.
- Provide information to parents to prepare them for their child's IEP meeting.
- Provide a survey or checklist that can be filled out ahead of time and can "speak for" the parent if he or she is reluctant to speak at the meeting.

Parents as Role Models

Parents can have a powerful impact on young people's perceptions of adult life. All too often, young people with disabilities are led to believe, by the way they are treated at school and at home, that it's normal for them to be dependent. Parents need to make a conscious effort to impress upon their children that they can and will have jobs and become independent. Helping young people with disabilities develop appropriate behaviors is related to promoting positive attitudes towards work.

Some tips to encourage parent involvement include:

- Suggest that parents take their child to visit their workplace.
- Assist parents to identify jobs that students can do at home.
- Provide information on communication and social skills that parents can work on with their child at home.
- Provide advocacy and transition training so that parents feel comfortable and have a basic understanding of the transition planning process.

Parents as Case Managers

Plans for transition services aren't self-executing. Parents will need to carefully follow the implementation of transition plans and make sure that the good intentions of agreements and collaborative efforts between various agencies are fully met. The tasks of parents may be complicated by the fact that a young person's need for service may extend beyond his or her school years. Unlike a free appropriate public education which is guaranteed by the Individuals with Disabilities Education Act (IDEA), there is no entitlement to services for young adults with disabilities. Likewise,

Discussion 3

Using Transparency 6.3, summarize the roles that parents can play. If you have time, ask students to suggest additional "tips" under each role.

there is no single agency responsible for providing services. Tips to encourage parent involvement include:

- Informing parents of legal rights under special education laws.
- Giving information on services offered by adult service agencies.
- Providing transition planning process training.

Parents as Service Advocates

The full range of services needed for transition is not yet available in most communities. Some school districts still don't provide career and vocational education programs to students enrolled in special education programs. Not all communities have a full range of residential or employment options – including supported work – available for people with disabilities. Consequently, there will continue to be a need for parents and young people themselves to work with service providers, employers, and policy makers to increase the availability of residential and employment options. Tips to encourage parent involvement include:

- Providing information on parent advocacy and support groups.
- Inviting parents to participate in school and community transition planning meetings and organizations.
- Hooking parents up with other parents who are willing to serve as mentors and provide support throughout the process.

Parents as Advocates for Career Education in School Programs

Career education makes children aware of the variety of different occupations that exists and promotes them to think of themselves in relation to different career options. This stage typically begins in the late elementary years and early junior high school. Both in school and at home, educators and parents need to stress the importance of work, the broad range of work and employment opportunities available, the relationship among different types of work (e.g., job ladders within a company, how workers in professions employ support staff in other occupations), and the personal and economic benefits derived from different types of work. Tips to encourage parent involvement involve:

- Suggesting that parents take their child to visit their own work place.
- Encouraging parents to explore career options with their child using newspapers, magazines, television, and movies to stimulate discussion.
- Helping parents to meet and get to know local representatives.

Parents as Risk Takers

Parents are often ambivalent about their son or daughter becoming more independent. They may know that letting go is the best thing, but actually allowing a young person with a disability to take the risks that go with independence may be hard. As Lotte Moise (1986) observed:

> We parents tend to be of divided heart as we prepare our offspring for a future without us. As group advocates we fight like tigers for our cubs' right to education, treatment and habitation. As individual mamas and papas we often act more like kangaroos who keep their young ones in a protective body pouch... It's sometimes difficult to let our children take risky steps toward independence.

Tips to encourage parent involvement include:

- Emphasizing student strengths and abilities.
- Addressing parents' concerns about the services their child is receiving.
- Including parents in all areas of transition planning and validate their ideas, needs, and vision for their child.
- Focusing on the positive – what the student *can* do.
- Providing information on independent living options: public housing, etc.

Parents as Financial Planners

Quite often parents and young people with disabilities are faced with a dilemma caused by the fact the eligibility requirements for financial assistance programs create disincentive for person with disabilities to go to work. A typical situation might involve choosing between accepting a minimum wage job with no medical benefits which would lead to the loss of eligibility for Supplemental Security Income and Medicaid, or being content to stay at home with a daily routine lacking in stimulation, opportunities for growth, and the satisfaction that work provides. Decisions of this type involve balancing the need for financial security and the desire for independence. Tips to encourage parent involvement include:

- Providing accurate information about eligibility requirements of government programs.
- Providing information regarding wills, trusts and guardianships.
- Providing information on all forms of financial aid: amounts, agencies, contact people, etc.

Adapted with permission from ***Information for Parents of High School Students with Disabilities on Transition to Adult Life***, 1993, Minnesota Department of Education.

Helping Families Look to the Future: Personal Futures Planning

Personal futures planning is a strategy that is becoming widely used to assist people with and without disabilities in setting personal goals and establishing a vision of the future. The purpose of a personal futures planning session is to provide a process through which young people with disabilities and their families can ask questions and identify the student's capacities, values, and interests.

Personal futures planning occurs when a small group of people who are close to the student (e.g. family members, teachers, friends, neighbors) gather together to offer support while brainstorming and strategizing future goals for the student. This "circle of support" or "person-centered team" makes commitments to carry out actions designed to assist the student in meeting his or her future goals and visions.

The first objective of the personal futures planning process is to develop a profile of the student. This profile covers several areas of the individual's life including history and background, relationships, places in the community, transportation, choices, and preferences. The information obtained from the personal futures planning session serves as a good resource which can be referred back to and used as a guide throughout the student's transition planning years (See Appendix D for a detailed description of the personal futures planning process).

Adapted with permission from *Self-Determination Curriculum* (1994), developed by the Institute on Community Integration though grant H158K00034, Office of Special Education and Rehabilitative Services.

Activity 2

Write the following two headings on the board or overhead: *Roles played by mother* and *Roles played by father*. Ask the students to call out as many additional roles as they can think of. (These might include nurturer, meal planner, bus driver, housekeeper, etc.)

Summary

This chapter has emphasized the importance of including the student and the student's family in the transition planning process. We stressed the paraprofessional's role in executing strategies designed to involve students in their own planning process and for encouraging a sense of self-determination. The last part of the chapter was devoted to exploring the ways in which families are involved in the process. As part of our exploration, we looked at the diversity of ways that students might experience a sense of family and at the many different roles that parents can play in transition planning.

Questions to Ponder

- As members of a teaching/helping profession, we often get a sense of satisfaction when we help others or make their lives easier. Can you think of a situation where your desire to help others has contributed to their "learned helplessness" rather than helping them gain a sense of independence? Can you think of any selfish reasons to encourage your students to remain dependent upon you?

- How do you think you will handle the situation when one of your students expresses a desire to make choices that are much different than the choices you would make in the same situation? At what point do you think it would be your responsibility to try to change the student's views?

7

Chapter Seven

Employment

49 Introduction
49 Section 1 The Transition to Employment
57 Summary
57 Questions to Ponder

Introduction

Preparing students to find meaningful and productive employment is one of the most important outcomes of the transition process. This isn't an easy job: it requires ongoing planning and must start early in the student's school career. Minnesota law requires that all students receiving special education services address employment in their Individualized Education Plans by age fourteen. These goals should be future-oriented and focus on career exploration activities and community work experiences. (Wehman, 1992.)

Upon completing this chapter, you will be able to:

- Understand natural supports in the work environment.
- Become familiar with the concept of job coaching.
- Become familiar with career exploration and work experience options that may be available to your students.
- Begin to develop strategies to assist you in helping your students explore career options and develop and apply job skills.
- Understand the concept of job carving.
- List some of the characteristics that often determine the quality of a particular job for a person who has a disability.

Section 1

The Transition to Employment

The Paraprofessional's Role

Paraprofessionals' roles vary in the area of employment. They may likely work in the classroom with students as they learn job readiness skills or work one-on-one with students at a work site coaching them on the tasks required to complete a specific job. Job support and workplace training is often referred to as *job coaching,* and is a common responsibility of paraprofessionals working with transition-aged students. The amount of job coaching necessary depends on the demands of the job as well as the student's skill level. Some students require constant support to complete a job, while others require only periodic visits from their job coach to see how things are going. Ideally, the job coach will gradually fade the amount of support given to the student. This occurs when students begin to learn the skills necessary to complete the tasks themselves. Co-workers and employers may also take on some of the responsibility of supporting students on the job.

Activity 1

After the students have read the case studies, have them work in small groups to discuss how natural job supports could be used to decrease the support required from the job coach and increase students' independence. After ten to fifteen minutes, have the students share their ideas with the rest of the class.

Case Studies

As you read the following case studies, think about what is similar and different about the two situations. What might your role as a paraprofessional be in each situation?

Mary

Mary works part-time as a mail sorter for a local bank. Her job coach, a paraprofessional named Susan, supports her as she does her job. To help Mary remember the steps of the job, Susan took photographs of Mary doing each task of the job. She then assembled them into a pocket-size photo album which Mary carries with her at work to help remind her of the tasks needed to be done. Using the photo album, Mary no longer needs to ask Susan what to do next. This has dramatically reduced the amount of support and time Susan needs to spend with Mary while greatly increasing Mary's independence and sense of self-esteem on the job.

While Mary was able to complete her mail sorting responsibilities without much support, Susan still had to be at the work site each day to remind Mary to punch her time card immediately before and after work. To solve this problem, Susan talked with Mary's employer who suggested that one of Mary's co-workers could easily help her remember to punch the time clock each day. A co-worker with whom Mary works closely happily agreed to assist. By transferring responsibility from the job coach to a co-worker, Mary is now working more independently and being supported naturally by her co-workers. Using natural supports, Susan is now able to spend less time with Mary and more time with other students who need her support.

John

John works as a stock person at a local department store. His job responsibilities involve returning merchandise to the shelves. To do this John must pick up the merchandise from the store's two fitting room attendants and from the customer service desk representative. Once John has retrieved the items, he must decide which department the item belongs to by reading the department number on each item's ticket. The last step is to take the item to its appropriate department and return it to the shelf that contains the same items.

John's job coach is currently providing full-time support to him on his job. This is largely because John has a hard time keeping all the items and their departments straight. The job coach also helps John organize the items by department so he doesn't have to make a separate trip for each item. As it stands, John wouldn't be able to do all the work required of him each day without the help of his job coach.

Available Career Exploration Options

The first step in the career exploration stage is for students to begin to learn about themselves – what are their interests and needs? What type of jobs can they imagine performing as adults? What are their strengths and weaknesses? Will their disability affect them in their future jobs? These questions can be answered by:

- Talking informally with students and their families.
- Observing students in real-life work environments.
- Administering formal career exploration surveys.

After students have completed one or more career assessments, they can begin to explore some of the jobs and fields in which they are interested. A few examples of these types of career exploration activities are:

- **Job shadowing:** a student goes into a work site and "shadows" or follows an employee whose job is of interest to them.
- **Visits by professionals:** individuals from a variety of fields come to the school to describe their jobs and answer students' questions.
- **School-based vocational classes:** students learn general work related skills such as how to fill out an application, interviewing strategies, and social skills.
- **Reviewing job resources:** students learn about potential jobs and businesses through resources such as the classified ads and the yellow pages.

Discussion 1

Using Transparency 7.1, discuss career exploration and work experience by going over some of the options available.

Paraprofessional Strategies

Career Awareness and Exploration: How Can I Best Teach Career Awareness?

- Have the student organize career information into clusters that illustrate various jobs that interest him or her. Identify the amount of training required for each type of job.
- Have students list the generic safety rules of work settings and sites that may have specific standards (e.g., construction work, chemical plants, assembly lines, food service, etc.).
- Have students identify occupational opportunities within the local community by reading the want ads, talking to employers, etc. Invite employers in to discuss their particular job openings.
- Visit various work sites and have students log information about such aspects as duties, pay, benefits, environment, and co-workers of each work site.
- Administer checklists and surveys that help identify personal values and interests as they relate to the world of work.

- Help the student identify the inter-relatedness of work and the value of all work to the welfare of society by discussing the workers they come across in any particular day (e.g., bus driver, teacher, store clerk).
- Help the student understand the important and changing contributions of people of color and individuals of diverse backgrounds to the world of work.
- Help the student to understand how an individual's personal traits are related to career choice and eventual occupational satisfaction by sharing (in small groups) three jobs they would like to do and three they wouldn't like and the reasons why.

Creating Career Exploration Experiences

- Role-play job interviewing and discuss ways to enhance one-on-one meetings with supervisors. Identify important aspects of a successful interview (i.e., looking nice, being on time, shaking hands, communicating clearly, etc.).
- Encourage parents or caregivers to actively participate in preparing the individual for an interview, job placement, or other community work activity by telling their child about their own job-hunting experiences.
- Complete a résumé and log all work experiences, their duration, employer's name and address, amount of pay, job duties, and comments. Update the résumé at the end of exploration activities.
- Help the student acquire occupational information relevant to his or her personal characteristics and career goals by using the Minnesota Career Information System, the Dictionary of Occupational Titles, and Occupational Outlook.
- Develop an occupational family tree and share it with other students. Discuss how each individual went about making their career choices.
- Have students role play skills needed for getting and keeping a job. Have them name three reasons an employer would hire them and three reasons that they could get dismissed from a job.
- Have students fill out sample job applications and prepare a date card to keep in their pocket when job hunting.
- Have students name three sources of job availability listings and use one to find job openings in a desired field.

Helping Students Develop and Apply Job Skills

- Help students sign up for vocational classes, set up necessary support, and meet with vocational instructor to monitor program progress.
- Integrate academic instruction in areas of math, reading, and language arts as much as possible with the student's specific

types of vocational instruction. For example, if the student is in machine shop, teach the math skills for machine shop, obtain a list of vocabulary terms, and have student write a job order.

- Practice job-seeking skills such as applications, interviewing, and writing letters of inquiry in the classroom.
- Use instruction to emphasize improvement in work-related behaviors which should be integrated throughout the skill.
- Teach students access skills for utilizing support systems at their chosen post-school environment (i.e., make a list of questions to ask support people, develop a list of supports they may need, practice calling for appointments, have phone numbers readily available).
- Have students complete a self-evaluation every week while on a job and discuss examples of work skills and behaviors applied during the past week in a small group session with other student workers.

Adapted with permission from *Teaching the Possibilities – Jobs and Job Training* (1991) Minnesota Department of Education.

Available Work Experience Options

While some work-related skills (e.g., interviewing skills, filling out an application) can be learned in the classroom, the best way to gain a skill is by learning and practicing it on the job. Students should be exposed to a variety of community work experiences before they leave high school. Gaining experiences in multiple work environments gives students an idea of the types of jobs for which they're best suited and helps them make more informed career decisions. Seeing students in different work settings also helps professionals to develop the most appropriate ways to support an individual on the job (Wehman, 1992).

Choosing a job is a very personal decision. It must be made on an individual basis with as much input from the student as possible. It's the paraprofessional's job to provide options and to guide the student to the most appropriate job placement. Some students will prefer short-term, rotating jobs, while others will go directly into permanent, part-time supported employment positions. Levels of support will also vary from student to student. And in some cases, students will prefer not to work in the community. A few examples of these types of work experiences are:

- **Community Job Try-Outs:** The student tries out a job of his or her choice for a predetermined amount of time (e.g., a few weeks).
- **Supported Employment:** The student works at least twenty hours per week in a paid position in the community. Ongoing support is usually required throughout the duration of the employment.

- **Individual Placement Model:** Paid employment in which an employment specialist or job coach helps a person find a job and trains that person to perform that job. Ongoing support is usually required throughout the duration of employment.
- **Mobile Work Crew:** A group of individuals work together to perform various types of service jobs in the community. This model is particularly helpful in areas where jobs are scarce. The cost of a job supervisor for the crew, as well as transportation to and from work sites, may be prohibitive.
- **Industrial Enclave:** A small group of individuals with disabilities are assigned to work in a business with the assistance of a supervisor for training and support. This can be a cost efficient method because more than one person can work with the assistance of only one supervisor. Drawback: doesn't integrate, not easy to fade support.
- **Post-Secondary Job Training:** Four year universities, two year community technical colleges, trade schools, military.
- **Competitive Employment:** Professional, skilled, and semi-skilled paid work experiences.

Discussion 2

Use Transparency 7.2 to illustrate the steps involved in creating some jobs. Let the students know that job development is usually done by work experience coordinators, vocational education teachers and other school staff. But, if they are working with employers and students at the job work site, they may have a chance to get involved in these activities. Discuss the idea of "job carving".

How Jobs are Developed for Students with Disabilities

Developing jobs for students with disabilities is generally the responsibility of the school's work experience coordinator or vocational teacher. Once a job is developed, though, it's the paraprofessional who goes into that environment and gets to know its employees and culture. Being part of the work site puts paraprofessionals in a natural position to assess potential work opportunities for students.

Creating Employment Opportunities

- Determine student needs and desires.
- Research target businesses, including personnel, training, retention, competition, and technical issues.
- Visit sample target businesses.
- Inventory activities of typical workers performing target tasks.
- Observe corporate culture, including rules and rituals.
- Task analyze duties and determine consumer capabilities, training, and assistance needs.
- Negotiate with employer.
- Teach and refine tasks.
- Build on typical supports and relationships.
- Fade.
- Maintain a consultative role.

Adapted from Wehman, P. 1992. *Life Beyond the Classroom – Transition Strategies for Young People with Disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co.

Job Carving

One excellent technique for creating new jobs for students is through "job carving" (often referred to as "job developing".) This technique involves restructuring or reassigning a job so that students with disabilities can take responsibilities for some of the easier job tasks. Job carving benefits the employer by freeing up his or her higher paid employees to take on more high level responsibilities. Job carving is a way to increase productivity for employers and create new employment opportunities for students with disabilities (Wehman, 1992).

Job Carving at a Welder's Shop

Welder's inventory (nonsequential)	Carved tasks	Interactive & shared tasks
Clock-in	Yes	Yes
Drink coffee and talk	Yes	Yes
Get work orders	Yes	Yes
Design and trouble shoot	No	No
Weld	No	Maybe
Change welding tanks	Yes	Yes
Sort scraps	Yes	Maybe
Carry scraps to recycling	Yes	Sometimes
Clean work area	Yes	Yes
Clean facility	Yes	Maybe
Label stock and supplies	Yes	Yes
Check-in/stock deliveries	Yes	Yes
Talk with customers	No	Maybe
Lunch/breaks: talk and joke	Yes	Yes
Check-out; ride home	Yes	Yes

Adapted from Wehman, P. 1992. *Life Beyond the Classroom – Transition Strategies for Young People with Disabilities.* Baltimore, MD: Paul H. Brookes Publishing Co.

Possible Characteristics of a "Quality" Job

Less Desirable	*More Desirable*
Physical Space	
Employees are physically separated from co-workers by walls or barriers.	Workers are in proximity to co-workers without disabilities.
Interactions with Non-disabled Co-workers	
Employees have little or no interactions non-disabled co-workers.	The employee is in contact with non-disabled people at work.
Personnel Status	
Employees are legally employed by the organization.	Employees are legally employed by the support host company.

Pay	
Performing labor for no pay is prohibited by the U.S. Dept. of Labor (i.e., no volunteer work).	Wages may be minimum wage or above, or may be based on productivity when commensurate with wages received by non-disabled co-workers.
Benefits	
The employee receives no available worker benefits.	Benefits received are on parity with non-disabled co-workers.
Nature of Work	
Work is projected to be short-term or in an industry that is considered unstable.	Work is projected to be potentially long-term and in a viable industry.
Number of Employees with Disabilities	
More than eight people with disabilities are grouped together.	People with disabilities represent approximately one percent of the total work force.
Worker Conditions	
Conditions are unsafe, unfriendly, inaccessible, or uncomfortable.	Conditions are safe, friendly, accessible, and comfortable.
Transportation	
Employees arrive via segregated bus for people with disabilities.	Employees arrive via car-pools with co-workers or by public transportation.
Work Routines (hours/days worked, break and lunch times)	
Routines are different from those of non-disabled workers.	Routines are same as those of co-workers.
Supervision	
Manager has low or no skills in training or supervising people with disabilities.	Supervisors understand relevant company procedures, have trained with people with disabilities.
Skills Acquired by the Worker	
Skills learned aren't marketable in local industry.	Acquired skills are marketable in local industry.
Enhancing Features (opportunities for increased responsibility, raises, status, upward mobility)	
Enhancing features aren't present.	Enhancing features are present.
Employer Agrees to Conditions Necessary for Employing Person with Severe Disabilities	
This condition isn't present.	This condition is present.

Support Organization	
The support organization is main- highly visible within the host company or is a subcontractor.	The support organization tains low visibility, but assists the company when requested to maintain and support employment (e.g. training other companies, providing behavior management consultation, screening potential employees, maintaining any documentation required by government.)

Adapted from Wehman, P. 1992. *Life Beyond the Classroom – Transition Strategies for Young People with Disabilities*. Baltimore, MD: Paul Brookes Publishing Co.

Summary

This chapter has illustrated some of the many different ways paraprofessionals might be involved in the job planning and acquisition phase of a student's transition. Developing and utilizing natural supports was stressed as a way to help students gain independence. We have offered many strategies for paraprofessional participation in career awareness and exploration activities as well as strategies for helping students develop and apply job skills. We explored some of the most common work options that are currently available for students that have disabilities. The last part of the chapter discussed the concept of "job carving" and discussed some of the characteristics that might make up a quality job environment for students.

Questions to Ponder

- Thinking about careers, looking for work, and starting a new job are always placed at the top of published lists of "stressful life situations". Do you remember how you felt when you began to look for work as a paraprofessional? Do you remember your first day at your current job? What are some ways you can use your own experience to dissipate some of your students' anxiety about this aspect of their transition?
- To what extent was your own search for a job or career done in an organized and systematic way? Has any of the material in this chapter changed your views about how you might approach your next career or job hunt activity?

8

Chapter Eight

Home Living

59 **Introduction**
59 **Section 1 Choosing a Home Living Arrangement**
63 **Section 2 Supporting Students As They Learn Home Living Skills**
73 **Summary**
73 **Questions to Ponder**

Introduction

Transition planning must include goals and activities to prepare students for community living. Students need information on various types of living arrangements from which they can choose, as well as the types of skills necessary to function within these different home living options. The key to successful transition planning in this area is to match the student's independent living skills with his or her desired future living arrangement. This chapter highlights many of the issues paraprofessionals may need to become familiar with as they work with students. It's filled with strategies to help you support students as they learn home living skills.

As you will see, we have only begun to cover many of the important skills and tasks that you may be helping students learn. Entire courses are often devoted to "independent living" issues. We encourage you to seek out additional training if this is one of your interests or needs.

Upon completing this chapter, you will be able to:

- Develop an appreciation of the complexity and individual nature of a student's home living preferences and needs.
- Become familiar with some of the many home living options that may be available to students.
- Learn some strategies to assist you in supporting students as they learn home living skills.

Section 1

Choosing a Home Living Arrangement

The Paraprofessional's Role

Much the paraprofessional's work in this area will be carried out in community instructional settings. If a student hopes to share an apartment with a roommate after high school, he or she would probably benefit from learning certain skills in an actual apartment setting. Students who learn and practice domestic living skills in natural environments such as a personal residence or apartment are more likely to obtain and retain those skills than students who merely study about them in school.

When working with students, it's important to listen carefully to their needs and preferences regarding home living. All of us come from homes with unique traditions, values, and lifestyles. As educators, we need to be sensitive to these differences and respect them.

Discussion 1

Use Transparency 8.1 to lead a discussion on the areas involved in choosing and caring for a home. Emphasize the importance of students making home living choices as independently as possible.

Involving families in developing and working on home living goals will help ensure their personal needs will be honored.

There are many areas that should be considered when assessing the needs of students in the area of home living. Some of these areas include:

- Housing alternatives
- Meal planning
- Housekeeping
- Safety
- Personal care
- Personal development

Available Home Living Options

Brief descriptions of living alternatives frequently available to people with disabilities are listed below. In some instances, it may be necessary to acquire additional training in one type of living situation before moving on into a more desired situation. If this is the case, it's very important for the person (and all those involved with the planning) to realize the training is a necessary step.

At Home with Natural or Foster Parents

For many young adults, living at home with their natural or foster parents is a viable option. The arrangement might very well be a healthy one for both parties. If the parents expect the (older) child to be as independent as possible, share in the responsibilities of running the household, and allow freedom of expression and identity in his or her space, it could be a satisfactory and rewarding experience. However, a critical issue surrounds whether the person has either made the decision to continue to live at home or has at least been actively involved in the decision process.

Foster Care

Foster care is another housing option that utilizes existing family structures: an individual with disabilities lives within the home of non-relatives (in most cases) and becomes part of this family. Adult foster care has become increasingly popular within the realm of community-based services, and systems have been established to financially support these service providers.

Rehabilitation Facilities

A rehabilitation facility is a temporary living alternative designed to assist people with physical disabilities (primarily) to develop the skills necessary to increase their independence. Rehabilitation facilities are mainly designed to serve those who are newly injured with the focus on regaining skills through physical and occupational therapy. A person may sometimes reach preinjury capabilities, but often the person learns an alternative method of performing a specific task. A simple piece of adaptive equipment is often all that is needed to assist the person in functioning more independently.

Supervised Living Environments

A continuum of housing alternatives exists to provide supervision and support to individuals with disabilities. These services are categorized according to the funding source and, in some cases, two programs may appear similar but are classified differently. Applicants to programs must be aware of the discreet differences so that they will know which services they are qualified to receive. Access into these living arrangements is coordinated by county case managers on an individualized basis; however, rising demands for alternative housing programs for individuals with disabilities have so severely depleted many community and county fiscal resources that long waiting lists are now the norm. Anyone considering a move into any of these environments needs a county case manager to provide guidance through the application process.

Intermediate Care Facilities – Mental Retardation (ICF/MR)

These facilities have traditionally been large residential programs serving residents from across wide geographic areas. The programs evolved from the old state hospital system with the large, segregated campuses being renamed regional treatment centers. While the role of these centers (and other institution-like residential programs) has been rapidly changing, large multi-bed facilities are no longer seen as a viable housing option for the vast majority of people with disabilities. Most counties will now only fund new ICF-MR programs with six beds or less to discourage "warehousing" of residents.

Waivered Services

To facilitate the movement from large institution-like facilities to community-based settings, the Minnesota Department of Human Services established an avenue of financial assistance known as waivered services. A variety of residential programs qualify for this funding, ranging from group homes to supervised living services (SLS – typically designed for apartment living). Counties contract with service providers to meet the individual's needs as they are identified within a plan developed by his or her team. The focus of each housing options on skill development and independence enhancement.

Semi-Independent Living Situations (SILS)

Assistance can also be provided to people with disabilities through semi-independent living situations (SILS). Individualized plans of support are developed and skills necessary for independent living are taught in a variety of settings. An initial program may be located in a group living environment, where all the residents share home management responsibilities. As a person progresses, he or she may move into an apartment and continue to receive support services in targeted skill areas. As independence increases, structured assistance programs decrease. Eventually, the individual comes to rely on naturally-occurring systems of supports within the community.

Living With a Roommate or Partner

Living with one or two people results in sharing not only space, but also expenses and responsibilities. The division of these tasks is decided cooperatively by those living together. Roommates have to respect each other's private areas, agree on house rules, and follow-through on household responsibilities. The same expectations hold for partners or spouses, yet they are often tempered by the emotional aspects of relationships.

Personal Care Attendant

A Personal Care Attendant (PCA) is an individual hired to assist with personal needs. Often, the PCA also performs such chores as housekeeping and personal care. In cases where the PCA lives with the employer, the decision must be made whether the living arrangements are considered to be the PCA's home or place of employment. If the PCA considers the arrangements as home, he or she should receive the space and respect given to a roommate or spouse.

Living Alone

Living alone in a house or apartment has many advantages and disadvantages. Such housing provides complete privacy and total freedom to do as one pleases, yet it also means that all the responsibilities for both self-care and home management rest with the individual. Even with a PCA or other contracted assistance, the individual still has total control of the activities within the home environment. Living alone can be an exciting goal for those accustomed to sharing all aspects of their daily lives.

Public Housing

Public housing allows a person with a disability who makes approximately $500 or less per month to obtain an apartment at a lower than standard rate. Rents are about one-third of monthly income. Each county has a public housing authority and an application procedure which needs to be followed. After applying, the person will be put on a waiting list and be contacted when their name is at the top of the list and there's an opening in one of the public housing units for that county. When this occurs, the applicant must accept or refuse the first opening made available. Applicants aren't allowed to choose which public housing unit in which they will live.

Section 8 Housing

Like public housing, Section 8 housing allows a person with a disability who makes approximately $500 or less per month to obtain an apartment at a lower than standard rate. Applicants may go to the county housing authority office to see a listing of apartments that are Section 8 providers. When an individual chooses which housing units they are interested in they then go to those units and fill out the application for a Section 8 apartment. Section 8 allows individuals to choose the building they want to live in. Unfortunately, waiting lists at each complex are usually long – anywhere from one to six years.

It's advisable to apply for both public housing and Section 8. A person may get a public housing apartment and continue to stay on the waiting list for Section 8 until an opening is available.

Section 2

Supporting Students as They Learn Home Living Skills

There are many different strategies to assist students as they learn home living skills. Because home living is a highly personal area, it's a good idea to solicit the input of parents when deciding on instructional strategies. Families are in the best position to know about their children's strengths in this area and to support them as they develop new skills within the context of their daily family life.

The following are some teaching tips to get you started as you work with students and their families in the area of home living.

Choosing a Place to Live

- Compile a collection of pictures of class members' homes.
- Discuss the elements that make a house a home (i.e., personal belongings, plants, private space, etc.)
- Discuss where students see themselves living in one year and in five years. Who do they live with? What type of dwelling is it? How can they work to achieve these goals?
- Locate such local services or landmarks as bus routes, malls, grocery stores, and medical centers on a map and discuss neighboring/accessible residential areas.
- Invite a landlord to discuss leases, damage deposits, eviction, giving notice prior to moving, and qualities of a good renter.
- Compile a listing of average rents for various sized apartments

by locations and discuss them.

- Organize a resource list of materials used when looking for a place to live – newspapers, apartment guides, magazines, etc.
- Invite a housing expert from a real estate agency to present information on mortgages, interest rates, application processes, the advantages of renting vs. owning, etc.
- Visit various types of housing facilities and help individuals visualize themselves in those settings.
- Present housing alternatives through a panel of adult residential service providers for parents, young adults with disabilities, and staff.
- Put together a slide or video show of different housing programs located within the local neighborhoods.
- Explore the possibility of having an existing apartment or house adapted with equipment and/or barrier-free modifications so that a specialized living arrangement can be avoided. Contact county housing officials and advocacy groups for information.
- Encourage students (and/or advocates) to address these questions about their home living choices:
    - Did you choose this home and this community? Do you have tenure in your house (a signed lease, ownership, or as a member of the family)? Is the house close to places and activities that attract you? Are the people with whom you share the house people you chose or would choose to live with? Do you feel safe, secure, and comfortable?
    - Are the people with whom you live (family, individuals, or care staff) supported enough so that they will choose to continue to live with you?
    - Are you receiving the personal support you require to live as independently as possible?
    - Is the house near other houses where people live?
    - Is the house the place where friends and family can come to talk privately if need be?

Meals and Nutrition

Meal Planning

- Collect nutritional information from popular fast-food restaurants. Discuss the information and make a list of the "healthiest" items from each place. Save this information for comparison with other food items.
- Identify the major food groups and use the groups to plan balanced meals.

- Let individuals look through cookbooks and choose items they would like to cook. Make a grocery list of the ingredients needed, discuss the cost of the item, decide if it's a practical item to prepare (whether it meets the diners' needs, the time it will take to prepare and cook, whether it will serve the number of diners, etc.), determine a sequence of steps to take to follow the recipe, etc.

Purchasing Groceries

- Clip and organize coupons for items commonly used in class cooking projects. Determine how much is saved from the grocery bill when eventually used.
- Check weekly mailers and newspapers for sales or specials. Discuss the relative value of the sale/special item (i.e., original price, whether it's really useful, where the store is located and how convenient it is, what could be substituted for the item – fresh or generic item, etc.).
- Develop exercises to encourage comparison shopping (i.e., price per ounce, buying in bulk quantities, name vs. generic brand, in-season vs. out-of-season, etc.).
- Compile a resource center of information about programs providing assistance to individuals and families unable to purchase groceries due to low income. Local agencies, such as food shelves, and government-related services, such as food stamps, should be discussed and application processes made clear.

Cooking a Meal

- Adapt materials and/or kitchen space to meet needs of individuals with disabilities. Contact manufacturers about acquiring adaptive equipment, design individualized items, consult with occupational or physical therapist, and check catalogs of rehabilitative equipment.
- Utilize a wide-range of appliances and find out what each individual has and uses at home.
- Experience outdoor cooking using a grill and/or camp stove.
- Introduce both individual and group cooking. Have each person plan and cook a breakfast, lunch, or snack for themselves. Encourage each member to be involved in the decision-making processes involved in planning a meal and help each member assume an appropriate preparation task.
- Review kitchen safety rules regularly and acquaint everyone with the location of the first aid kit, smoke alarm, and fire extinguisher.
- Compile a recipe box of individual favorites. Watch newspapers and magazines for recipes and cooking hints.

Storing Food

- Invite a food science or poison control professional in to talk about health hazards related to improper food storage.
- Discuss signs of food poisoning and ways to check food for spoilage.
- Review the different types of plastic bags and containers available for food storage purposes. Discuss ways to seal such items and match storage unit to different types of food.

Keeping a House

Housekeeping: What is It?

- Generate lists of the household chores;
  They currently do.
  They don't enjoy doing.
  They rely on others to do.
  They enjoy doing.
- Generate lists of daily housekeeping tasks and discretionary tasks. Discuss and identify areas of personal interpretation. Combine and compare the lists and use as a starting point for discussing needs for support.
- Discuss tolerable levels of disorderliness and uncleanliness.
- Introduce basic skills in housekeeping tasks as directed in the student's Individual Education Plan (IEP).
- Identify cleaning supplies and organize by purpose (i.e., abrasive cleansers, all-purpose spray cleaners, window cleaners, etc.).
- Explore the costs of contracting to have housekeeping done by private agencies or individuals. Discuss the situations that would make such services worthwhile options (i.e., extended illness, lack of support systems within independent living arrangement, long work hours/little leisure time, group decision to co-pay for service within group living situation, etc.)
- Role play confronting a roommate about his or her level of cleanliness and participation in maintenance responsibilities.

Home Maintenance and Repair

- Keep a list of the telephone numbers of building maintenance personnel and/or management staff near the phone.
- Generate a list of tools needed in a home repair kit and have students put together a kit.
- Using the yellow pages and/or personal referrals, develop a resource listing of repair services, organized by area of expertise (i.e., plumbing, electrical, appliance repair, etc.). Call the services and determine:

  - Their hourly rate.
  - Years in business and experience.
  - Whether they are insured, bonded, and licensed.
  - Area of business.
  - Promptness/response rate to a call.
- Prior to moving, arrange for an independent inspection of the house through a housing agency or private inspection company.
- Encourage parents to include their son or daughter in repair and maintenance activities around their home. Involvement should be based on participation level most suited to the individual's capabilities.

Decorating a House

- Discuss various decorating ideas using home living magazines.
- Identify and list items needed for each room of a house (i.e., bedroom furniture, kitchen furniture, dishes, pots and pans, silverware, linens and supplies, living room furniture, bathroom towels, etc.).
- Introduce inexpensive decorating ideas and resources for less costly furniture and decor items (i.e., making own curtains, checking furniture warehouse sales and outlets, starting plants from friends' plants, etc.).
- List home decorating safety issues such as not overloading electrical circuits, using decorative candles with supervision, and keeping extension cords out of traffic areas.

Safety Issues

Keeping Yourself Safe

- Simulate strangers coming to the door and calling on the phone through role-playing activities. Identify the amount of information it's safe to disclose at such times.
- Practice asking maintenance people for identification before allowing them to enter.
- Integrate real-life situations into social skills training to help problem-solve and determine the correct interpersonal response.
- Discuss abuse and exploitation in honest terms and present steps people can take to report such occurrences, as well as avoid them.
- Provide resources such as Adult/Child Protection contracts, advocacy groups, and support organizations, as well as police agencies.
- Discuss stranger and acquaintance rape. List ways to avoid or minimize dangerous and vulnerable situations.

- Assist individuals in obtaining a picture identification card (these are usually available through the state driver's licensing program) and urge them to carry it at all times. Discuss times when it should be shown (i.e., to a police officer when lost or when writing checks in payment for purchases).
- Tape a quarter to the ID card's back to be used for an emergency telephone call.

Keeping Your Home Safe

- Encourage regular examination of home door and window locks, smoke alarms, spare flashlights, fire extinguishers, electrical extension cords, and circuit breakers to be sure they are in good working condition.
- Develop a checklist of home safety steps to use on a daily basis, monthly or bimonthly basis, and prior to vacations. Include such activities as checking door locks nightly, making sure the oven and stove are turned off after use, clearing sidewalks of ice, replacing smoke alarm batteries, stopping home delivery of mail and newspapers before trips, unplugging electrical appliances like refrigerators, televisions, VCRs, and computers when leaving for extended periods, and giving a neighbor or friend a number where you can be contacted in case of an emergency. This list can be presented in a number of ways – laminated for daily check-off and re-use, in pictorial form for non-readers, or posted on bulletin boards. It should be individualized to address the particular needs of the person and their homes.
- Identify fire evacuation routes from the classroom, home, and workplace. Regularly review fire safety rules and ways to react when caught in a fire.
- Invite an electric company representative to class to discuss electrical safety and possible hazards within the home.
- Put together a box of candles, candle holders, and matches and keep in a centrally-located spot in the home. Keep flashlights throughout the home.
- Discuss safety issues related to using ladders and stools, reaching for and lifting objects, and using common household tools.
- Keep a list of emergency numbers for utility companies near the phone (e.g., gas, electrical, water, furnace, and cable TV provider).
- Ask people to determine if their home's electrical service is on a fuse or circuit system. Invite an electrical maintenance person in to discuss the differences in systems and repair techniques for each.
- Discuss possible reasons for the high incidence of accidents occurring in the home and list some strategies for prevention.

Grooming and Hygiene

Keeping Yourself Clean

- Identify common personal care products and discuss their uses and purposes.
- Invite a health professional to speak on the consequences of poor hygiene.
- Encourage individuals to keep some emergency personal care products in their lockers (toothbrush, toothpaste, dental floss, deodorant, extra make-up, skin lotion, etc.) These can also be used during any grooming instruction.
- Teach personal care skills in an appropriate location to assure privacy and to encourage generalization across environments (i.e., tooth brushing should be done at a bathroom sink, not in a classroom).
- Access (regular) health classes and consult with health education specialists during program development.

Making Yourself Look Good

- Use magazines and have individuals discuss current fashion. Some may enjoy cutting out pictures and putting together a collage.
- Develop two imaginary, same-aged peers of the class; one takes care to look his or her best and one does not. Generate lists to describe their characteristics, noting the minimal effect money or status has on presenting a well-kept appearance. Describe the reactions of several key groups – employers, parents, friends, and teachers – to each of the imaginary figures.
- Invite a hair stylist into class to discuss hair care, simple and inexpensive hair fashions, and new styles for young men and women.
- Explore personal coloring enhancement using either a guide or consultant to determine the shades which compliment each individual's skin tones and hair color.
- Discuss ways to pamper and boost personal care images – having a manicure, getting a new haircut or style, going to a tanning salon, visiting a salon for a facial or doing one at home.

Choosing Clothes and Shoes

- Substitute Velcro for buttons.
- Attach string to zippers.
- Replace shoestrings with elastic or purchase shoes with Velcro closures.
- Avoid wide legs or sleeves which may get caught in wheelchairs.
- Wear tops made of non-pulling fabric if using crutches.

- Consider pleats and raglan sleeves for greater movement.
- Remember that woven fabric slides over braces easier than knits.
- Discuss the different types of clothes appropriate for different activities – parties, school, work, dances, recreation programs, church, etc. Pair up the activities and outfits. Some pairs will be very different (i.e., church and parties) while some may be quite similar (i.e., recreation and school).
- List jobs that have dress codes and define what would be included in each situation. Discuss why certain occupations have specific restrictions on worker apparel.
- Encourage individuals to keep a card with their clothing and shoe sizes in their wallets to assist with shopping.
- Using magazines of current fashion, ask young people to examine current trends and styles. Discuss the longevity of some styles and others that may be short-lived. Stress the importance of evaluating clothing and shoe purchases in relation to how long it may or may not be in style and identify ways to make stylish and economical purchases.
- Identify seasonal clothes factors and discuss dressing for the weather. List clothes items appropriate for more than one season and ways to extend wardrobes (i.e., layering, color coordination, multi-purpose shoes, etc.).
- Discuss trying on clothes at a store, including proper manners (closing curtain, putting items back on hanger, taking care not to soil item, etc.)
- Encourage individuals to save their receipts after making a purchase in case a return is necessary.
- Identify the location of care instructions on garments being worn by the individuals. Discuss what the instructions mean and the implications in regards to cost and ease of care.
- Access (regular) consumer homemaking classes for training in sewing and creating clothes.
- Demonstrate correct usage of washers and dryers, including commercial machines (i.e., coin-operated).
- Demonstrate safe usage of irons.
- Identify the use of various washing products – fabric softener, bleach, detergent (powder and liquid), dryer sheets, starch, stain remover, etc.

Personal Development

- Identify what it's like to be growing up. Encourage individuals to reminisce about what they were like when younger, what types of things were important to them, and how they interacted with others. Have them compare those behaviors and values to what they do and feel now, and how current perceptions may change through the years ahead.

- Develop methods so that everyone can express basic needs and wants (verbal, written, pictorial, sign, etc.).
- Consult with parents or caregivers to ascertain what type of information they would like to have addressed in the area of personal development. A questionnaire or survey might get general information that can be followed up with personal conversation and discussion.

What Influences Personal Development?

- List ways society influences the behavior of young people. Highlight subtle messages given through media presentations of idealized youth.
- Identify positive and negative images that may be pushed upon young people be external forces (ex.: being thin, smoking, drinking, doing drugs, wearing the "right" clothes, staying in school, etc.). Distinguish steps young people can take to assert control over these messages and their influences.
- Examine the roles parents play in the lives of young people with disabilities. Have them develop a composite of each parent/caregiver, including what the person does or does not do on their behalf.
- Encourage non-hostile discussion of ways they can more fully communicate with each other.

Interactions with Others

Stranger? Acquaintance? Friend? Loved One?

- Using people particular to each individual's life, have them label the people as "stranger," "acquaintance," friend," or "loved one. This may work more effectively with photographs of each person.
- Expand on the above classifications by asking for a description or demonstration of the interactions appropriate to that type of relationship.
- Role-play making introductions and meeting new people.
- List ways people treat friends. Discuss how friendships form and how they sometimes end.
- Play charades using interaction behaviors such as "courteous", "rude", "friendly", "lonely", "polite", etc. Rules can be modified to allow words and interaction with another player.
- Identify places and ways to meet new people. Discuss the pros and cons of each opportunity and things to watch out for when with unfamiliar people (i.e., date or acquaintance rape).

Activity 1

Have each student make a list of all the activities they must complete in order to function each day (shower, brush teeth, etc.). Instruct them to start with the moment they get up and end with the last thing they accomplish before they go to bed at night. After taking five to ten minutes to complete the list, ask the class members to respond to the following questions:

- What would happen if these things weren't done?
- How do these activities help you to have a successful day?
- Which of these activities would a young adult need to learn to be successful in living independently?
- How could a young adult learn these things?

Adapted with permission from *Teaching the Possibilities – Home Living*. 1990. Minnesota Department of Education.

- Introduce correct telephone usage and ways the phone can be used to establish and maintain friendships.
- Role-play asking people to visit, go to a movie, play a game, etc.
- Discuss appropriate times to call friends.

What is Appropriate Social-Sexual Behavior?

- Ascertain what social-sexual topics the parents are comfortable with having the school address. If a curriculum is being developed, it may be helpful to establish a work group to discuss content area. The work group could include teachers, parents, administrators, students, and possibly a health educator or other professional with a background in human sexuality education.
- A needs assessment addressing topics of social-sexual education could be given to young adults with and without disabilities. Questions could focus on areas such as dating, birth control, disease information, relationship development, sexual orientation, and parenting. Respondents should indicate their age and sex, but no identifying information. Results could be analyzed to determine instructional emphasis.
- List sexually-transmitted diseases, their cause, transmission, and long-term effects. Discuss ways to avoid transmission and what to do if signs of infection appear (i.e., symptoms, types of testing, and agencies providing testing).
- Identify qualities of "ideal" boyfriends or girlfriends. Discuss why these qualities are important and the ways two people complement each other.
- Provide general terms such as *romantic, attractive, boyfriend, girlfriend, steady relationship, intercourse, kissing, intimacy,* etc. List alternative, slang terms for the same words. Discuss the connotations and meanings of the slang terms.
- Invite a health professional in to discuss various forms of birth control, pregnancy, and childbirth.
- Designate behaviors as "public" or "private" and present pictures of various behaviors or interactions to be labeled.
- Discuss personal boundaries and how to recognize appropriate distances (i.e., personal space).
- Identify times when a friend was/is counted on for support.
- Role play assertively requesting items or privileges from parents, friends, caregivers, teachers, siblings, and service providers.

Summary

As a paraprofessional, you may play many roles in students' transition to community living. Because one of your main roles may be as an information provider, it's important that you're aware of the community living options presented in this chapter. You may also find that you're an important source of both formal and informal support for students during this time. This chapter has presented a wealth of suggestions about how to provide that support. Students' decisions about where and how they will live may be the single biggest decision they are faced with at this stage of their lives. For this reason, it's particularly important that you listen carefully to students and respect their individual needs and preferences.

Questions to Ponder

- Students may be presented with many options for how and where to live. As an adult, do you think that a new living situation should provide a mostly comfortable experience or a mostly challenging experience? Will you be able to separate your preferences in this regard from the preferences of your students?
- After reading this chapter, you may have a new appreciation for the number of little decisions that you make and the number of activities that constitute a day in your life. How many of those activities would you consider "absolutely necessary" in order to live independently? Can you get that list small enough that you feel you could teach them all to a young adult?

9

Chapter Nine

Post-Secondary Education

75 **Introduction**
75 **Section 1 Planning for Post-Secondary Education & Training**
83 **Section 2 Post-Secondary Options for Students with Disabilities**
86 **Summary**
87 **Questions to Ponder**

Introduction

To succeed in a post-secondary setting, students must learn to function without many of the supports they were used to receiving from their high school. To do this, they must begin to develop new skills that will foster the maturity and independence they'll need to survive as adult students. Acquisition of the skills described in this chapter – self-advocacy, understanding strengths and limitations, social interactions, self-monitoring, time management, study skills, and problem solving – will prove invaluable for students who decide to move into a formal education or training program after high school.

This chapter begins by offering a few strategies for paraprofessionals assisting students to acquire knowledge and skill in each of these areas. We will also explore some of the unique accommodations that students with disabilities may require to ensure their full participation in a post-secondary setting. Lastly, we will provide an overview of the post-secondary education and training options available to students as they leave a high school setting.

Upon completing this chapter, you will be able to:

- Acquire strategies in the areas of understanding strengths and limitations, self-advocacy, social interactions, self-monitoring, time management, study skills, and problem solving to assist students in preparation for post- secondary education.
- Recognize and be able to generate appropriate accommodations for students with disabilities entering post-secondary settings.
- Be familiar with common education and training options available to students after high school.

Section 1

Planning for Post-Secondary Education & Training

When working with students who are planning for post-secondary education and training, it's especially important to give them as much freedom and responsibility as possible. The more opportunities students are given to self-advocate and attend to their own needs, the better off they'll be when they enter the post-secondary world. Paraprofessionals who work closely with students in this planning process should carefully prepare the student for what is involved and expected in various post-secondary education and training programs. The following are a few teaching tips to assist students make this important transition.

Discussion 1

Introduce this section using Transparency 9.1. Although various post-secondary options will be discussed later in this chapter, it's important that students begin to appreciate how multi-faceted the post-secondary preparation process can be.

Paraprofessional Strategies in Planning for Post-Secondary Education and Training

Understanding Strengths and Limitations and Learning Styles

- Help individual students generate a list of strengths and limitations. Discuss student characteristics as they pertain to success in post-secondary education and training settings.
- Discuss different learning styles with students and help them determine ways they learn best.
- Teach students about the common characteristics of a variety of disabilities. Invite former students with those disabilities to talk to students about their strengths and limitations in post-secondary education.

Finding Support in Areas of Limitation

- Identify available community resources and support organizations for people with specific limitations and disability issues. Help students collect this information and add it to their personal transition files.
- Help students organize a personal transition file that can be used in the post-secondary application process. Following is a list of possible areas to include:
  - **Personal information:** name, address, telephone number, emergency contacts, pertinent medical information, description of disability, list of strengths and weaknesses, financial support, vulnerability issues.
  - **School information:** program descriptions, a copy of the last IEP and IEP goal areas, progress reports, recent assessment results, learning styles, accommodations needed, special concerns, long-range goals, and documentation of the disability.
  - **Vocational information:** work experiences, level and types of support, special concerns, long-range goals.
  - **Residential information:** type of living arrangement, level of independence, accommodations, special concerns, long-range goals.
  - **Recreational/leisure information:** preferred activities, club memberships, identified community programs and sponsors, accommodations, special concerns, long-range goals.
  - **Transportation information:** current mode of transportation, community accessibility issues, costs, accommodations, impact on long-range goals.
  - **Advocacy and support services:** community support services and advocacy groups, current membership and participation, long-range goals.

Self-Advocacy

- Define and discuss *self-advocacy*. Ask each individual to describe an incident where self-advocacy was or could be needed.
- Define *assertive behavior, aggressive behavior,* and *passive behavior,* and ask students to give examples of each. Role play a situation three different ways, using each type of behavior as a response, and discuss the results of each. Mock situations can include such incidents as being denied a service due to a disability, working out an alternative test-taking system with an instructor, and discussing post-secondary plans with parents who have differing viewpoints.

Student Participation on IEP/Transition Planning Teams

- Discuss the importance of the Individual Education Plan (IEP) with students and describe their roles on the IEP/Transition Planning team. Stress the impact of team decisions and the need for students to attend and participate in these planning meetings.
- Prior to IEP/transition planning meetings, discuss aspects of the transition planning process with students and help them gather information that they can present to team members. Implement a student-centered planning strategy, such as the I-PLAN (developed by A.K. Van Reusen and C.S. Bos and described in *Teaching Exceptional Children*, Summer, 1990). Encourage active involvement by students in all levels of planning and program implementation.
- Help students determine long-term goals and have them list what they think they might be doing in one, five, and ten years. Encourage them to be as descriptive and creative as possible, listing job titles, annual income, home location, marital status, and leisure activities. Then determine the types of education and support needed to reach these goals. Discuss this time line in relation to IEP/transition planning.

Student Self-Advocacy for Their Rights as Citizens

- Inform students of rehabilitation and disability rights legislation. Discuss the impact of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Identify the personal responsibilities associated with these laws and ways to determine if a violation has occurred. Help students identify who to contact if their rights have been violated.
- Define and discuss *discrimination*. Identify ways that groups of people, especially those with disabilities, may be discriminated against. Ask students to talk about times that they have felt discriminated against.
- Role-play an initial interview with admissions personnel at a

post-secondary school. Identify the materials and types of information that should be shared at this interview. Review questions that may be asked and appropriate responses. Also, generate some questions that could be discriminatory and could violate an individual's civil rights. Discuss ways that interviewees can advocate for their rights in these situations. Develop guidelines on how to safeguard against discrimination while still disclosing the information needed to access specific programs, support, accommodations, and financial aid.

Student Advocacy for Accommodations in Post-Secondary Settings

- Define *reasonable accommodations.* Help students identify accommodations they currently use and those that they will need to be successful as post-secondary students.
- Provide students with information on accommodations and support available in most post-secondary institutions. Role-play ways to respond to situations where accommodations needed and requested are denied because of cost and inconvenience.

Social Interaction

How Do People Interact Non-verbally?

- Identify non-verbal modes of communication, such as eye contact, posture, and facial expression. Demonstrate ways to present a message, both positively and negatively, without speaking.
- Videotape students in role-playing situations where they need to convey a variety of messages and discuss the impact of non-verbal signals. Discuss ways these signals can bolster or impede communication.

What is Social Etiquette?

- Implement a systematic social skills program dealing with areas like manners, private and public behavior, and self-control.
- Develop a list of socially acceptable manners and when they can be used across a variety of settings and situations.

How Can Students Meet New People?

- Role-play meeting new people in a class, at a party, or in the community. Teach students how to initiate conversations and relationships. Teach students how to request information using the phone and in person. Allow students to ask for information when it's needed.
- Identify characteristics of a good roommate and make a list of things to consider when choosing a roommate. Discuss concerns about sharing living space, strategies for dividing chores and expenses, and how to assure privacy.

Self-Monitoring

Monitoring Tasks and Goals

- After students complete a task, ask them to rate their performance based on quality of work, accuracy, timeliness, etc. Compare teacher and student ratings and discuss areas of discrepancy.
- Encourage students to regularly review their own performance on several daily tasks.
- Periodically invite students to assess the progress they have made on their transition goals. Determine if new objectives and/or methods need to be considered.

Monitoring Your Own Behavior

- Help students reward themselves for a job well-done. Then review the pitfalls and failures that are a part of one's life. Help students look beyond their failures.
- Discuss ineffective ways to self-monitor, such as constantly comparing oneself to others, setting unrealistic goals, and relying on others for all reinforcement.

Time Management

Managing Daily Activities

- Encourage students to wear a watch. For students who have difficulty telling time, a watch with an alarm function may be helpful. Discuss the importance of keeping track of time throughout the day.
- List daily responsibilities on a "to do" list.
- Help students coordinate a schedule for their entire day, including school, work, leisure and recreation activities, and home.
- Help students decide whether they are "morning" or "night" people and discuss the impact of energy on daily activities.

Prioritizing Tasks and Responsibilities

- Develop strategies for prioritizing tasks and responsibilities. List questions to ask when deciding which tasks should be completed first. Discuss ways to handle conflicting and overlapping activities.
- Help students combine activities that have common elements such as person or place.
- Identify common time wasters and ways to avoid them.

Managing Long-term Time Commitments

- Teach students to keep a calendar of important deadlines, due dates, and other information. Use school and community calendars as examples.
- Help students plan a long-term project. Break the project down into a series of tasks, each with its own time line. Mark time lines and progress on a calendar.
- Invite students to keep a daily diary for a month. Have them note what they did and how long each activity took. Evaluate and discuss.

Study Skills

Assessing Skills and Habits

- Discuss the importance of taking notes and outlining. Provide students with opportunities to develop these skills through their daily class work.
- Teach students to highlight the main ideas within texts and notes. Determine which methods work best for each student.
- Teach students to use such reference materials as a dictionary and thesaurus when studying. Identify study guides, glossaries, sample problems, and other study assistance within a textbook.
- Invite a student who is currently enrolled in a post-secondary school to discuss the differences between studying for high school and post-high courses. Ask the student to provide tips on how to prepare for post-secondary course demands.
- Discuss how different types of examinations require different types of preparation. For example, students study differently for multiple choice versus essay exams and for weekly quizzes versus a comprehensive final exam.

Getting Organized

- Encourage students to designate a spot in their home for studying. List the supplies needed for this space (for example, a light and a flat surface for writing). Discuss possible distractions in this study space.
- Make a list of school supplies needed in post-secondary settings.
- Ask each student to design a personal study plan, keeping in mind personal preferences for study conditions, times, and methods.

Learning about Study Groups

- Encourage the formation of study groups and discuss their advantages and disadvantages. Teach strategies these groups could use to maximize learning for all members.

- Pair students up with study partners in class. Have them compare notes, review materials, outline texts, and quiz each other.

Problem Solving

Some Strategies for Problem Solving

- Give students opportunities to practice stating problems clearly and concisely.
- Help students identify their personal priorities and things that they value. Teach them to use this list when solving a problem.
- Teach students to make a list of "pros" and "cons" to use when solving a problem. Practice this method on simple decisions such as deciding what to wear, and more complex problems such as choosing a post-secondary school.
- Role-play situations that focus on specific problems students may face in post-secondary settings. Ask students to list possible solutions and the advantages and disadvantages of each. Examples may include missing the bus on the day of an exam, being asked to work late the night before a project is due, becoming ill and having to miss class, running out of money, and revising a class schedule when a desired course is unavailable.

Getting Help Solving Problems

- Define *peer pressure* and the influence it may have over problem-solving capability.
- Discuss current problems privately with individual students and help them arrive at a positive solution.
- Discuss harmful and ineffective ways to address problems like drinking and drug abuse, quitting or running away, eating disorders, withdrawal, vandalism, and other destructive behaviors.
- Help students develop a list of people, resources, and information that may help them make decisions and solve problems.
- Help students gather information about resources that can provide relief for stress such as exercise classes, health clubs, creative arts programs, support groups, crisis hotlines, relaxation training, and mental health services.

Accommodations for Students in Post-Secondary Education and Training Settings

Students with disabilities often need post-secondary programs modified in order to be successful. In order to arrange program modifications, the post-secondary institutions require verification of a disability. Students diagnosed as having disabilities but no longer receiving special education services in high school are eligible for support and accommodations at the post-secondary level.

According to federal legislation, the right to reasonable accommodations is guaranteed for every individual with a disability. Specific accommodations should be identified while students are still in high school. Assistance can be gained from personnel at an office for students with disabilities at most post-secondary schools when making arrangements for accommodations with faculty for a specific course.

The office for students with disabilities is provided by the post-secondary institution to promote program and physical access which protects the rights of students with disabilities and assists the school with meeting its obligations under federal and state statutes. The office for students with disabilities works to provide or arrange accommodations to ensure access to programs and facilities, improve the understanding and support of the campus environment towards individuals with disabilities, and increase the enrollment and retention of students with disabilities. All of this is accomplished by providing students with disabilities access to the same learning opportunities as non-disabled students.

Three broad categories of adaptations that may be helpful to students are outlined below with some examples of accommodations that can be made:

Course Preparation

- Early registration
- Early syllabus
- Detailed syllabus
- Early text availability
- Classroom location
- Special seating arrangements

Skills Development

- Basic academic skills development
- Word processing
- Library assistance
- Paper writing help
- Time management
- Stress management

Classroom Adaptations

- Interpreters
- PA system amplification (Telex, Phonic Ear)
- Taped lectures
- Note takers
- Lab aide, partner
- Alternate assignments, extended deadlines

Activity 1

Using the example accommodations listed in this section as a guide, have students form small groups to brainstorm other accommodations that might be helpful to students in each of the three categories. Bring the entire class back together after awhile and write their suggestions, underneath the tree headings, on the board or overhead.

- Taped textbooks
- Tutoring
- Adapted testing: time extensions, quiet space, reader/scribe, alternate format, taped exam, oral exam
- Calculator use in class
- Misspellings not penalized

Section 2

Post-Secondary Education Options for Students with Disabilities

Each type of post-secondary education and training setting offers different programs and courses to meet a great variety of career goals. Potential post-secondary students should learn about programs in their interest area and types of services available to meet their needs. A careful review of the information collected about a student's strengths and limitations will also help students decide on whether a particular program is suited to their future goals.

This information may be gained from high school guidance counselors, vocational education teachers, work experience coordinators, or counselors from the Division of Rehabilitation Services. Post-secondary education and training institutions are obligated to provide reasonable accommodations to students with disabilities. Each school has an affirmative action or 504 officer responsible for arranging accommodations. Many schools have specific offices for students with disabilities where supports are arranged and provided. See Appendix E for listings of contacts for services for students with disabilities at Minnesota's colleges and universities.

Technical Colleges

Technical colleges offer students opportunities to receive training in a specific occupational area with employment as the training goal. These programs are often reflective of an actual workplace with vocational skills and behaviors monitored closely (i.e., attendance, punctuality, self-improvement, attitudes, and independence). Programs vary in length from a few months to two years. Students who successfully complete a program may earn an Associate of Applied Science Degree or a specific certification or license, depending on their program. Programs may often be modified so that students with disabilities can obtain the skills needed for their desired career without officially completing an entire program.

Students who plan to attend a technical college should choose courses in their high school curriculum that apply to their career interests. Individuals may want to consider a program called "Two Plus Two". This program links the last two years of high school with the first two years of a post-secondary program. Another program that has evolved to facilitate the transition between high school and post-secondary education is called "Tech Prep". The premise of Tech Prep is that many secondary students aren't successful in typical academic high school programs. This program seeks to provide these individuals with a strong background in applied academics and basic vocational education while in high school. Then, a post-secondary program picks up where the high school program left off (without duplication) and offers competency-based training in a specific vocational area. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 has supplied grant money for several Tech Prep demonstration projects in Minnesota.

Community Colleges

Community colleges offer programs that culminate with either a certificate or Associate of Arts degree. These programs often provide liberal arts programs, giving students the opportunity to eventually complete a four-year degree at a college or university. They have transfer agreements with the University of Minnesota and the state universities. Many community colleges now include vocational and occupational skills programs that lead directly to a job. They offer a wide variety of services for students with disabilities. Admission is open to anyone who has earned a high school diploma, holds a GED certificate, or whose class has graduated from high school. Some programs require additional qualifications or prerequisites because of specialized content, and some may have enrollment limits. There are eighteen community colleges statewide.

College and Universities

Individuals who choose to attend a college or university usually intend to pursue a professional career. Potential students may have a specific career goal or just some ideas about the direction in which they would like to head. In either situation, it's important for potential students to review and evaluate several aspects of the colleges and universities that offer degrees in their interest areas. Colleges and universities offer several types of programs. Universities are usually quite large and offer undergraduate, graduate, and professional programs. Colleges are usually smaller and focus more on undergraduate training. Tuition varies greatly, with public institutions costing less due to tax revenue subsidies. Some schools are designed to meet the unique needs of a specific population. For example, Gallaudet University provides educational services for students who are deaf or hard of hearing.

The University of Minnesota offers programs leading to associate, baccalaureate, graduate and professional degrees. Students are expected to have completed certain courses before entering the University. Increased preparation requirements took effect for freshmen entering baccalaureate programs in September 1991 and for transfer students with thirty-nine or more quarter credits in fall 1993. Individual colleges, schools, or institutes of the University specify grade and test score requirements for admission. There are several campuses throughout Minnesota, including Crookston, Duluth, Morris, and the Twin Cities, with a total of 53,000 full-time students.

State Colleges

Minnesota's state universities have seven campuses state-wide in Bemidji, Mankato, Metropolitan, Moorhead, St. Cloud, Southwest, and Winona. Campus sizes range from 3,000 to 16,000 students. Bachelor and master degree programs are available in over one hundred subject areas.

Private Colleges

Private colleges have admissions standards that vary, and acceptance is based on some combination of performance in high school, PSAT, ACT or SAT scores, and often a written essay or letter of recommendation. Minnesota's private colleges enroll a diverse student body and eighty percent of the students currently receive financial aid.

A high school counselor or teacher who is familiar with college and university planning can be consulted to help individuals collect information about admission to a college or university. Once individuals have chosen the colleges or universities to which they want to apply, preparation for admission should begin. High school courses should emphasize academic and liberal arts areas. Some students with disabilities may need accommodations in these courses while in high school to maximize their level of participation and success.

While academics receive the primary focus during the admission process, high school extra-curricular and community activities also receive consideration. Information about these activities should be included on applications and in interviews. Many post-secondary institutions offer scholarships and other forms of financial assistance for students who have demonstrated exceptional scholastic, creative, athletic, or leadership qualities.

Many colleges and universities require potential students to complete entrance examinations. These examinations are usually taken during high school and may require some preparation.

Students may want to consider accessing books and workshops that describe the protocol and format of specific tests and provide information on effective test-taking techniques. Prearranged accommodations can be made for students with disabilities who register for the Scholastic Aptitude Test (SAT) and the American College Testing Assessment (ACT) with proof of disability and a verified need for accommodations. These accommodations may include increased time to take the test, having the test read or on tape, assistance with marking answers, and large print materials.

Other Post-Secondary Education and Training Options

There are several education and training options available to individuals whose career goals don't fit within the confines of programs offered at colleges, technical colleges, or universities. Programs to explore include trade schools, community education, apprenticeship, military service, and vocational and habilitation programs. Students should be encouraged to collect information about several programs. Personal interviews and site visits are highly recommended.

For some individuals with disabilities, creative programs can be collectively designed with the assistance of their transition team and other family and community members. For example, a specialized vocational training program may be an appropriate choice for individuals who have chosen careers that require more focused, specialized training. These programs may include careers in cosmetology, business, electronics, sales, paralegal services, health care, and others. Many of these programs are offered through private schools that are accredited and licensed by the specific professional associations responsible for monitoring and training. Most of the instructors have direct experience in the field and can offer invaluable insight and advice, with on-the-job training available.

Adapted with permission from *Teaching the Possibilities – Post-Secondary Education and Training*. 1992. Minnesota Department of Education.

Summary

As we contemplate assisting students with disabilities in making the transition into a post-secondary environment, we can't help but develop a deeper understanding of how multi-faceted this transition can be. The first step in planning for this transition is often an assessment of a student's skills and knowledge. The next step may be to provide appropriate training to foster the necessary maturity and independence for the student to thrive in his or her next setting.

Students entering post-secondary settings may require some accommodations in order to fully participate and succeed. Paraprofessionals can be an important source of assistance and support as students plan for desired accommodations and then self-advocate for their provision.

This chapter has highlighted some common issues associated with the "school-to-school" transition. As we have seen, there are many post-secondary options available for students with disabilities. As students consider their options and plan for the future, paraprofessionals can be instrumental in providing information, support, and assistance.

Questions to Ponder

- This chapter started by elaborating on six skill areas that are invaluable to students as they enter formal education or training after high school. Are these six skill areas unique requirements of post-secondary institutions? Can you think of ways that these skills help you and your students to grow and learn in other areas of life?
- Have you participated in any post-secondary education? Do you remember the feelings that you had as you began this new level of training? Looking back, what kinds of assistance and support would have made the transition easier for you?
- Spend some time thinking about the relative advantages and disadvantages of large vs. small post-secondary institutions. In general, larger institutions have a larger resource base to accommodate people with disabilities but can also be more socially overwhelming. Smaller schools might feel more personal and friendly for a student but be less willing or able to accommodate any special requirements. How can a student weigh these differences when making post-secondary choices?

10

Chapter Ten

Community Participation

89 **Introduction**
89 **Section 1 Strategies for Fostering Community Participation**
94 **Summary**
94 **Questions to Ponder**

Introduction

To achieve independence as adults, students must be knowledgeable about the resources available in their communities and have the skills to access them. Students must identify their basic needs and then work to develop a "working knowledge" of the resources they will regularly need to live independently as adults.

Upon completing this chapter, students will be able to:

- Begin to develop some strategies for teaching students how to access their community in the areas of transportation, financial planning, medical and dental care, and consumer awareness.

Discussion 1

Use Transparency 10.1 to lead a discussion on various aspects of community participation. Ask students to come up with additional areas that might fall under the broad topic of "community participation".

Section 1

Strategies for Fostering Community Participation

Most of the paraprofessional's work in this area will be carried out in the community. This often involves accompanying a student as he or she learns such skills as using an automatic teller machine, purchasing clothes or groceries, or riding the bus. All of these activities are time-consuming and often require that you practice them on many different occasions to be sure the student has truly mastered the task to the best of his or her ability.

Paraprofessionals should check their school's policy on transporting students off campus. Liability issues may prohibit you from using your own vehicle to drive to a community learning site. If possible, use public transportation for these types of activities. Using a mass transit system can be a wonderful learning experience in and of itself.

Transportation

Getting from one place to another can be very difficult for students with disabilities who don't drive. Learning about transportation options and how to use them is a crucial part learning to access one's community. Here are some tips for using public transportation:

- Assist students to learn bus routes using schedules and the bus company as resources.
- Ride the bus with students, walking them through the steps until they can do it themselves. Once you think they can do it on their own, follow along in your car as they take their first few rides alone.

- Assist students in asking for directions before they embark on a trip and also if they get lost.
- Role play a situation where the student gets lost. Identify appropriate people to ask for help.

Here are some tips for using private transportation:

- Explain how car-pools can be arranged and used when you travel to and from the same area with other people. Brainstorm with students on where they could use car-pooling in their lives.
- Explore options by calling or visiting companies and local organizations that provide transportation services such as County Transportation, local Arcs, or Metro Mobility.
- List taxi services and phone numbers for students, including prices to and from their most common destinations.

Medical and Dental Care

Here are some tips for getting help for illness or injury:

- Encourage the carrying of an emergency medical information card at all times. These cards should include the person's address, telephone number, emergency contacts, doctor's/dentist's names and numbers, preferred hospital, blood type, insurance/medical assistance information (including number), allergies, existing medical conditions, and special considerations (i.e., uses sign language, wears leg brace, may become anxious, etc.).
- Develop open enrollment program with the high school or Red Cross health/first aid instructor and integrate students into existing courses, with support, if necessary.
- List symptoms of illness that are valid excuses for staying home from school or work. For each symptom, give an example of the type of care needed to address it and draw attention to the symptoms that require the involvement of medical and dental professionals.
- Invite a community health nurse in to discuss infectious diseases and ways to minimize risk of exposure.
- Introduce common and serious diseases and distinguish between the levels of care available. Major diseases such as cancer, heart disease, and AIDS should receive comprehensive coverage, with local health professionals invited in to provide current information.
- Discuss medical insurance and the rising cost of care. Provide information about various options such as health maintenance organizations, Medicaid, Blue Cross/Blue Shield, etc.
- Encourage self-advocacy and assertive communication styles.

Role play positive and negative doctor/patient interactions.

- Review emergency procedures (i.e., when to call 911).

Getting and Using Medications

- For people using medications daily, develop a chart to remind them of the times and dosages. This can be done pictorially and/or can accompany a medication administering box with each day's pills laid out in separate compartments (these can also be done for an entire week).
- Invite a pharmacist to speak about his or her role and responsibilities, the difference between over-the-counter and prescription drugs, cautions to take with medication, the emergence of generic drugs, and other topics.
- List the basic medications and first aid supplies to include in a home first aid kit. Describe the proper use of each item.
- Discuss medication expiration dates, dosage levels, special instructions (such as "take with milk," "take two hours after meal or four hours prior to meal," "take all medication unless instructed otherwise by physician," etc.), and warnings concerning mixing medication with alcohol, taking when pregnant or nursing, combining with other drugs, or using when under treatment for certain chronic health conditions (e.g., hypertension, diabetes, or heart disease).

Finding/Choosing a Doctor or Dentist

- Compile a resource center of information to assist people with disabilities locate doctors and dentists in their area. Give contacts for referral services coordinated through hospitals, advocacy groups, or health maintenance organizations.
- Discuss the restrictions placed on choosing a doctor/dentist by various health insurance groups and the differences such groups may have in payment for services. Use actual forms needed to procure the payment.
- Provide information about mental health services and ways to access public and private service providers. Invite a clinical psychologist to discuss types of care (in-patient, out-patient, group therapy, individual therapy, etc.), and ways to access programs.

Making Health Care Appointments

- Role-play making appointments for doctor and dentist appointments. Remember to have medical record numbers handy for those people with health maintenance coverage.
- Identify the issues to address when visiting a doctor or dentist and rehearse expressing these concerns to medical personnel.
- Discuss the costs of medical and dental care and the importance of having insurance coverage.
- Explore ways medical coverage can be obtained, including

having an insurance policy through an employer, carrying an individual policy, being included on a parent's policy, having medical assistance, and accessing community health services.

Receiving Financial Assistance for Medical Needs

- Medical Assistance (MA) is a state-funded program designed to alleviate medical costs for eligible recipients. The program pays for such things as medical office visits, prescriptions, glasses, hospital and nursing home care, therapies, hearing aids, and medical equipment. In addition, a person's MA monies are often used to cover supervised housing placements (i.e., licensed group homes) and to pay for a personal care assistant. Those Minnesota residents receiving social security benefits automatically qualify for MA funding. If they are currently ineligible for SSI, they may be able to receive MA later when they are twenty-one years old. If SSI checks are reduced or discontinued (commonly due to an increase in income), the recipients may be able to continue their MA coverage. (Income ceilings are higher for MA eligibility and an individual may have up to $3,000.00 in resources.) If a person's income is above eligibility levels, but monthly medical bills are high in relation to the income, the individual may qualify for a spend down." This allows for a sharing of medical costs, with the person paying for part of it and MA paying the rest. In addition, after SSI or SSDI cash benefits end, an individual can still be eligible for assistance if high medical expenses are common. Attendant care, prescriptions, and special equipment may qualify as work-related expenses.

Consumer Awareness

What Is Consumer Awareness?

- Choose several items and research their quality ratings through consumer magazines.
- Determine the best buy for the money and distinguish the factors leading to that decision.
- Develop exercises using mail order catalogs, having young people fill out the forms and figure additional costs, such as tax, postage, and handling.
- List quality indicators to look for when buying:
  - Clothes
  - Shoes
  - Electrical appliances
  - Furniture
  - Cars
  - Plants
  - Food (e.g., fresh vegetables and meat)

  - Homes/apartments
- Identify ways in which the cheapest deal may not always be the best deal for the money.

Why We Need Consumer Protection

- Describe situations when a consumer advocacy organization may be needed.
- Develop a list of consumer rights and ways to protect these rights.
- Practice writing or calling a vendor whose product/service was less than satisfactory.
- Role play ways to confront a sales person with faulty merchandise, stressing assertive communication skills.

Financial Planning

Getting Money

- Invite a county case manager to present information about various financial assistance programs to students and parents.

Budget Your Money

- Assist the student to determine whether the following are income, fixed or flexible expenses:
  - Food
  - Telephone bill
  - SSI check
  - Concert ticket
  - Wages
  - Shoes
  - Credit card bill
  - Trip to zoo
  - Welfare check
  - Bus fare
  - Cable TV bill
  - Doctor bill
  - Rent
  - Water bill
  - Electric bill
  - Unemployment check
  - Car insurance

Using a Bank

- Visit a cash machine/ATM and describe and demonstrate how it works.
- Visit local banks and have personnel describe services, different accounts, and budgeting.
- Acquire actual checks, checkbooks, account logs, etc. for use in teaching a checking and banking unit. Give worksheets or invoices to be logged on the checks and into the record book. Stress balancing records with bank statements.
- With the assistance of family/residential service providers, open up individual checking and savings accounts with each individual at their neighborhood bank.

What is Credit?

- Invite a credit officer from a local bank to speak about credit, loans, interest rates, payment schedules, foreclosure, and application processes.
- Discuss the pros and cons for using credit cards. Note problems that may arise if cards are used carelessly or with no restraint.
- Examine monthly credit statements from stores and/or bank cards (VISA, MasterCard, Discover, etc.). Draw attention to the total cost of the purchases, the percentage of interest being charged, and what payment would be required to pay off just the amount accrued by the interest.
- Discuss the implications of a poor credit rating.
- Contact a store to open a limited credit account for individuals to use to develop a credit rating, and to obtain practice in paying monthly bills.

Adapted with permission from *Teaching the Possibilities – Home Living*, (1990) Minnesota Department of Education.

Summary

This chapter represents a very brief exploration of only four of the ways that a student might come in contact with his or her community. This chapter isn't meant to be exhaustive in this regard. It's best used as model for how you might approach any of the myriad of possible ways that students can participate in their communities.

Questions to Ponder

- How do you define "community participation"?
- What are some strategies to increase an individual's access to the community?

11

Chapter Eleven

Recreation & Leisure

95 **Introduction**
95 **Section 1 Planning for Recreation & Leisure Options**
96 **Section 2 Paraprofessional Strategies**
104 **Summary**
104 **Questions to Ponder**

Introduction

Planning for recreation and leisure activities is an integral part of the overall transitional process for students with disabilities. Until recently, students with disabilities were largely excluded from participating in programs with their peers without disabilities. This often resulted from general misperceptions of the ability of students with disabilities to participate, as well as a lack of understanding of how obstacles of participation could be overcome. Fortunately, the trend is changing and students with and without disabilities are recreating together in a variety of programs and activities.

Upon completing this chapter, you will be able to:

- Understand the distinctions between inclusive and accessible recreation, integrated recreation and systematic supports, and adaptive and "special" recreation.
- Begin to develop a set of strategies to assist students plan and implement their transition into adult recreational activity.

Section 1

Planning for Recreation & Leisure Options

Because recreation and leisure activities are so varied and individualized, this area of transition planning requires that students identify their own interests and preferences. Much of the paraprofessional's work is done in the settings where various activities and programs take place. This chapter will discuss the different types of leisure options and provide strategies on how to support students as they explore different recreational and leisure experiences.

Three general types of recreation and leisure options are typically available:

Inclusive and Accessible Recreation

These types of recreation and leisure activities are available to everyone regardless of the participants' skills and abilities. They are accessible if the participants can easily enter, participate in, and exit the setting in which the activity occurs. Inclusive and accessible recreation activities allow students with disabilities the same choices and opportunities to enjoy a leisure lifestyle as their same-age peers without disabilities. This is the ultimate goal for students with disabilities when planning recreation and leisure activities.

Discussion 1

Using Transparency 11.1, summarize the three types of recreation options as well as the various settings in which people might enjoy each type of recreation. As you present this material, stress the importance of recreation in "natural" settings and of including individuals with disabilities in recreation activities where they're in contact with individuals without disabilities.

Integrated Recreation and Systematic Supports

Students with disabilities often require some support and assistance in order to participate in recreational activities. This support varies greatly depending on the needs of the individual and their activity of choice. Common supports include one-on-one assistance with the activity; adaptations of equipment, game rules and procedures; and direct facilitation of the social dynamics of an activity so participants with and without disabilities can benefit

Adaptive or "Special" Recreation

These "special" recreation programs are typically designed for individuals with a specific disability, and consequently segregate participants from others who don't fall under that disability category. It's important for students who participate in these types of programs to also be exposed to recreational opportunities with individuals who don't have disabilities. For example, a student who participates in Special Olympics could use his or her community YMCA to practice and train for the event.

Section 2

Paraprofessional Strategies

It may be helpful to think of recreation and leisure activities in the following categories when working with students in this area of transition planning:

- Leisure alternatives
- Going out on the town
- Leisure at home
- Break time at work
- Publicly supported leisure services
- The great outdoors
- Extracurricular fun at school
- Vacation travel
- Membership organizations

The rest of this section is devoted to providing specific strategies to assist you in exploring each of these options as you help students plan and implement their recreation as adults.

Leisure Alternatives

- Complete various leisure profiles or assessments. Discuss with students any personal barriers or obstacles to leisure participation they have experienced.

- Have students talk with parents, grandparents, and other older friends about their past leisure experiences. Discuss similarities and differences to students' current leisure.
- Bring in local weekly and daily newspapers, recreation program brochures, flyers, etc., that list and advertise upcoming events and recreational activities. Have students work in small groups to identify and list those that interest them. Discuss why they chose what they did.
- Have students plan a weekend that includes preferred leisure activities. Discuss possible obstacles and ways to overcome them.
- Have students write and/or orally report about a recent leisure experience. Why was it a leisure experience?
- Have students choose one particular school or community leisure event that is upcoming to attend. Have each report their experience.
- Obtain schedules from city and neighborhood parks, recreation, community education, and similar recreational agencies. Keep it current and review upcoming events weekly. Discuss ways to get involved and participate.
- Have a representative from various leisure agencies, such as community education or nature centers, visit the classroom to discuss their services. Formulate questions and assign students to ask staff during the visit.

Going Out on the Town

- Attend field trips to community leisure settings such as malls, movie theaters, community centers, museums, and zoos to familiarize students with the environment and the requirements for accessing them. Involve students in planning the outing.
- Have students keep a log of time they spend day to day. Do this for one or two weeks. Have students identify blocks of time they may have available to go on outings.
- Have students bring information about upcoming events and other activities and community events. They will need to read newspapers, listen to radio and TV, talk with friends and family, and so forth to find this information. See how many they can list.
- Have students choose one activity or outing to analyze. Have them answer the questions listed above.
- Ask students to go on one or more outings in the next month or so. Ask them to analyze, as above, two or more possibilities before choosing which to go on. Students should be prepared to discuss their experiences with the class. Ask what they would do differently or the same, next time. Have them choose a classmate to go with.

- Create a bulletin board where students can post upcoming events they learn about. Newspaper clippings, flyers, and handwritten announcements may be posted by students. Have sections labeled *Movies, Theater, Concerts, Sports,* and the like. Have students change the board each week.
- Purchase a large city map or have students make one of the community in which they live. Map the various sites where community events typically take place shopping centers, movie theaters, civic centers, fairgrounds, athletic fields, etc. For each venue, have students determine the distance to the site from their respective homes and list the various ways they can travel to the sites. Be specific by giving bus route numbers and names of friends with whom they can car-pool, etc.
- Have students prepare a budget for an outing, pick an activity to do on an outing (for example, a movie) and determine the total costs, including transportation, tickets, food during and after, etc.
- Have students, in groups of two or three, imagine how to "get ready" to go to the following leisure settings: a movie, rock concert, play, nice restaurant, county fair, friend's house, orchestra, awards banquet, wedding. Find out what they would do to get ready, how they would look, etc. Discuss their responses.

Leisure at Home

- Have students record their home activities for one to two weeks, detailing not only leisure pursuits, but time spent in such activities as eating, sleeping, grooming, and doing homework. Discuss how time is spent. Make a list and rank-order home leisure pursuits of students.
- Talk with students about television. Identify and discuss what programs they most frequently watch and why. Discuss the effects of watching too much TV at the exclusion of other pursuits. Find out what students would do if TV was outlawed for two weeks. Challenge students to turn off the TV for one week (which includes not playing video games and watching videos).
- Teach students about how families from different cultures spend their free time.
- Introduce students to common board and table games. Teach students how to play various games. Discuss the effects of playing board and table games. Discuss being a good or bad sport.
- Visit stores that sell role-playing games. Speak with the proprietor about this new type of game playing – why do these games interest people, how to get started, etc. Discuss ways students can connect with role-playing clubs. Discuss ways of incorporating playing these games into hobby development (for example, collecting and painting game pieces).

- Discuss hobbies. Determine if students currently have a hobby (for example, card or record collections). Have students bring their hobbies to share. Talk about how to start a hobby. Contact and visit businesses that promote hobby development. Talk with a community education coordinator about hobby-related classes. Find out if there are local clubs that promote particular hobbies. Find out how to join.
- Sponsor an all-school hobby fair. Have students bring in and display their hobbies and tell other students how to get started in the hobby.
- Have several board and table games available for students' use during free time at school. Designate an area where interested students can set-up and play – over time – a role-playing or fantasy/adventure-based board game. Start a jigsaw puzzle and let students add pieces whenever they pass by.
- Have students create a new board game. Have teams of students work together on this project. Take an age-inappropriate but familiar game (for example, *Shoots 'n Ladders* or *Candy Land*), and have students redo the game keeping the same rules and methods of play, but adapting it to be more age-appropriate.

Break Time at Work

- Have students imagine that going to school is their job and the classrooms are their work stations. Have them determine when they get breaks, where they spend breaks, and what they typically do during a break. Discuss how this is similar or different from typical work placements.
- Discuss breaks with the school's vocational work experience coordinator and learn what break options exist within companies that currently employ students. Have these work coordinators visit the class to talk to students about break options and their importance in various work settings (you may need to arrange initial meetings with employers to determine these options.)
- Role-play taking a break. Students can choose what to do for fifteen minutes.
- Discuss any pre-planning one would need to do to prepare for an anticipated break the next day at work. For example, ask students what they would need to do at home – pack a snack with lunch, include a deck of cards, bring coins for the vending machine, pack a personal stereo, or include a book or magazine.
- Ask students to interview one or both parents and/or a neighbor about breaks they take at work. Find out what they do and why. Share this information with the class.

- Invite personnel directors, business executives, and other personnel from various job sites throughout the community to share the relationship of leisure to work and the importance of taking breaks.

Publicly Supported Leisure Services

- Have representatives from the local parks and recreation and community education departments come to the classroom to talk with students. Have them bring current program schedules to pass out. Discuss how to use a recreation center. Practice registering for an enrichment class. Find out what additional supports, if any, are available to youth with disabilities.
- Walk or take a bus to the nearest recreation center for a guided tour. Make sure to spend time there so students can enjoy the offerings of the park and center.
- Arrange with a recreation center to teach students how to access and use the park and center. Class could meet there once a week, over a period of time (three to five weeks) so that students acquire the necessary skills to use the park and programs.
- Plan with the community education coordinator to arrange for an after-school service club that interested students can join and lead. The club could be sponsored by community education with a volunteer adult advisor recruited from other community education programs. Club members would also learn about other enrichment classes being offered and how to access them.
- Organize self-advocacy groups to go to parks and recreation centers and community education departments to enhance awareness of staff about ways to include youth with disabilities in programs and services.
- Attend a neighborhood advisory council or recreation association meeting to hear how parks and recreation and community education services are talked about by various community members and decision-makers.
- Have students go to their neighborhood recreation center and find out the following information: name of director, phone number of center, current program schedule (bring back flyers and schedules), facility layout, hours of center, any special rules, characteristics of typical park users (age, gender), etc. Hand in reports to teacher and photocopy. Have students make these into a resource guide for future reference.

The Great Outdoors

- Take a nature hike around your school, its playing fields, and neighboring streets. In teams of two to four students, observe and record plant and animal life. Talk about your findings in class. How did students feel about their observations?

- Ask students to visit one or more of these outdoor environments: backyard, neighborhood park, regional and/or state park. Have students report back on the characteristics of these environments which did or didn't make their visit interesting and worthwhile.
- Have students write to a national park office to request informational brochures about the parks. Plot the locations on a map of the United States. Determine the unique characteristics of these parks that might help to draw visitors. Discuss the implications of the location of the parks in relation to urban areas which may be nearby.
- Have students record outdoor activities they engage in over a two-week period. Have students write about an experience they particularly enjoyed and one they didn't especially like.
- In winter, have an ice-sculpture exhibition in the school yard. Students can work in teams of two to three people. Sponsor a winter festival for other students in the school.
- Create a mural depicting different outdoor activities which students in your class and throughout the school may or already enjoy doing. Make these seasonal murals and place them in locations for all to see.
- Help students rent snowshoes or cross-country skis and hike or ski in the school yard.
- Take students on a field trip to a nature center. Hike with an interpretive naturalist. Do a nature-related activity upon return to the center (for example, paper-making, molds of animal prints).
- In teams of two, have students collect litter around the school yard and immediate neighborhood. Weigh garbage bags and give a prize to the team that collects the most. Talk about ways humankind can eliminate pollution.
- Take students to a store that sells outdoor recreation clothing and equipment. Teach them about the best way to dress for a hike, cross-country skiing, canoe trip, or another outdoor pursuit. Have students list the equipment needed.
- Ask students to identify a favorite outdoor space around or near their homes and describe it to their classmates. What do they enjoy doing in this space?

Extracurricular Fun at School

- Infuse leisure-related activities in other curricula areas so that learning is fun for students. For example, teach math skills while playing Monopoly or bowling; teach history through role-playing board games; teach grooming and hygiene at the end of a workout at the YMCA; teach business by analyzing sports trading cards; and teach creative thinking through video games.

- Invite faculty advisors and club officers to talk with students about extracurricular activities available to them.
- Arrange for students to attend various extracurricular activities to observe and report back to class.
- Assist interested students in becoming active on Community Transition Interagency Committees, leisure subcommittees, community education advisory committees, etc.
- Help students problem solve any barriers that might be facing them.
- Have students look through yearbooks, school newspapers, and posters to find out about their school's extracurricular activities. Have them choose one or two activities to participate in.
- After determining five questions to ask about the activity, have students interview current members.

Vacation Travel

- Take students on a field trip to a travel agent. Have them talk with an agent about what to do to take a vacation. Collect travel brochures and discuss in class.
- Have students visit an airport, bus station, and train terminal. Talk with ticketing agents about procedures for making reservations, buying tickets, luggage allowances, and when to arrive at the terminals.
- Have students take a hypothetical trip. Have small groups of students (two or three each) determine a vacation spot. Students must plan the trip from start to finish – including the cost of tickets for all travel (land, water, air, parking, car rentals, etc.); travel restrictions, if any; clothing and luggage needs; who to contact before leaving (family, friends, utilities, paper, etc.); lodging; attractions; and so forth.
- Bring in clothing for a long weekend trip. Have students pack the suitcase. Discuss items that are missing or should not be included.
- Talk about travel spots. Have students identify where they have gone or would like to go. Have students look at brochures and newspaper ads for popular vacation spots. Locate them on the maps. Discuss transportation alternatives to these places.
- Help students practice writing postcards about a hypothetical trip. Have them mail one to themselves.
- Have guest speakers come in to show slides and videotapes of vacations they offer or of places they have been.

- Have students list any special accommodations they may need to go on a vacation and trip, such as wheelchair access, medications, other adaptive equipment, etc.

Sharing the Experiences: Membership Organizations

- As a class, take field trips to a nearby membership organization to learn about its focus, membership requirements, member benefits, and responsibilities. Have a staff member conduct a tour. If one-time guest passes are available for students, ask for and distribute these.
- Collect and compile a comprehensive resource file on membership organizations in your community. Students may assist by contacting and/or stopping into membership organizations to get literature.
- Using the guest passes obtained above, or by special permission of the member organization, plan an outing to use the facilities of the organization. Afterwards, discuss the experience with students, getting their personal feedback.
- Weigh and discuss the similarities and differences between membership in organizations as a form of leisure versus participation in community education and other publicly-supported leisure alternatives.
- Have students find a friend, neighbor, or acquaintance who is currently a member of an organization and interview them to determine why they joined.
- Discuss how membership in an organization may or may not enhance the social integration and community participation of students who have disabilities.
- Discuss specific barriers students may have with joining a membership organization. Explore ways to overcome these barriers.

Volunteering: Enjoying Oneself While Helping Others

- Contact a representative from your local Voluntary Action Center to visit your classroom to discuss volunteering and volunteer opportunities.
- Have students make and post a comprehensive list of volunteer activities they could realistically do in these different areas: home, neighborhood, school, church, parks, social service agencies, other.
- Assign students to do a specific volunteer activity for a school semester. Have them maintain a log and/or report back to the classroom on their experiences (good, bad, etc.).
- Have students compose an article for the school newspaper about the importance of volunteering.

Activity 1

This activity might be called "Your Leisure Geography or... Close to home or far away, there are many wonderful places to play." Write the following headings on the board or overhead:

- *Close to home (within walking or wheeling distance)*
- *Short car or bus ride (5–15 minutes maximum)*
- *Long car or bus ride (over 15 minutes)*
- *Great distance away (over 100 miles)*

Have students break into small groups and generate at least four places in each category where people go to enjoy their leisure time. Reconvene the class and write the ideas that they generated on the board. If possible, comment on the diversity of content at which each group arrived. This is a small indication of the individual nature of what people consider recreative.

- Talk with work site coordinators and/or employers about how, if at all, the volunteer activities of employees benefits the workplace.
- Talk with school administrators about using a school hallway bulletin board to post volunteer opportunities available for students. Have students change the bulletin periodically to update notices.
- Sponsor a Volunteer Expo and invite agencies to have informational booths to share volunteer possibilities with students, family, and community members who visit.
- Volunteer as a class to organize and run a water station at a local walk-a-thon
- Set-up and dismantle a community volunteer fair.

Summary

Recreation and leisure may be the most enjoyable of all transition activities. What better task can you imagine than to provide instruction and role modeling in how to have fun? We hope you're able to gain some vicarious pleasure as you help students plan their leisure time and that you have some opportunities to "play" with students as well.

Questions to Ponder

- The role of the paraprofessional may not be perfectly clear when it comes to helping students plan and implement recreational activities. Is it your responsibility to keep your students at "arm's length"? Is it part of your job to "have fun" with students? Are you comfortable simply enjoying yourself in the presence of your students?

Appendices

105 Appendix A The Individualized Education Plan
111 Appendix B Disability-Related Legislation
119 Appendix C Transition Assessment Guide
125 Appendix D The Personal Futures Planning Process
131 Appendix E Transition Resources

Appendix A
The Individualized Education Plan

INDIVIDUAL EDUCATION PROGRAM (IEP) PLAN		**DATE** IEP Written: Periodic Review Due: Last Comprehensive Assessment:

A. LEARNER INFORMATION

Learner's Name *Jessie Johansen*	Gender *F*	Grade *12*	Birthdate *12-31-75*	ID Number *122-34-5678*

Street Address *406 Any Lane* City, State, Zip *Swanville, MN 56666*	Primary Language / Communication Mode *English, Verbal*	
School of Enrollment *Swanville High School*	School Phone *(612) 123-4567*	District Number *123*
Learner's Permanent Resident Address *same*		Resident District Number *123*

B. PARENT/GUARDIAN INFORMATION

Name(s) of Parent(s) *Mark and Joan Johansen*	Phone *123-4567*	Phone
Parent(s) Address (if different) *same*	Primary Language *English*	District Number 123
Guardian(s) / Surrogate Parent(s) Name(s) *same*	☒ Guardian(s)	☐ Surrogate Parent(s)

Guardian(s) / Surrogate Parent(s) Address (if different) —	Home Telephone	Other Telephone	District Number

C. IEP INFORMATION

Primary Disability *Learning Disability*	Federal Childcount Setting *Regular Education*	IEP Type ☐ Initial ☒ Annual ☐ Interim
IEP Manager Name *Sue Hanson*	Position *Special Education Teacher*	Telephone Number *345—6789*

D. IEP PLANNING MEETING

Title	Names of All Team Members	Signature (if present)
Parent	*Mark Johansen*	
Parent	*Joan Johansen*	
Learner	*Jessie Johansen*	
Administrator or Designee	*Sarah Hoffman*	
Special Education Teacher	*Sue Hanson*	
Regular Education Teacher (K-12 only)	*Tim Johnson*	
sister	*Cindy Johansen*	
SSB counselor	*Harold Batens*	
School guidance counselor	*Mildred Fortney*	
Support Services, .MTC	*Sharon McElroy*	

COPIES: ☐ Learner File ☐ Parent ☐ IEP Manager

Learner's Name: Jessie Johansen

E. PRESENT LEVELS OF PERFORMANCE & LEARNER-BASED NEEDS

Carefully consider and document data from all sources in the following areas:
(Include information and observations provided by parent[s] and learner.)

- Intellectual / Cognitive Functioning
- Academic Performance
- Communicative Status
- Motor Ability
- Sensory Status
- Health / Physical Status
- Emotional and Social Development
- Behavior and Functional Skills

*† • Secondary Transition
(must be summarized for all learners who have reached 9th grade or age 14)
A. Jobs and Job Training
B. Recreation and Leisure
C. Home Living
D. Community Participation
E. Post-Secondary Training and Learning Opportunities

* *Identify post-school outcomes for each transition area.*
† *If the team determines that there are no transition needs in one or more areas, write a statement to that effect and the basis for this determination.*

PRESENT LEVELS OF PERFORMANCE	LEARNER-BASED NEEDS
Post-secondary Education *Future adult goal: I want to work in the law enforcement field, maybe as a dispatcher. I plan to go to a post-secondary school that has training in law enforcement.*	
Present level of performance: I have been a police explorer for two years. I have visited several technical colleges and community colleges and have checked into housing and public transportation at each site. I keep track of all this information in my transition folder. I understand my personal strengths and weaknesses and have learned how to advocate for the accommodations I need to be successful.	*I need to apply at the postsecondary schools I like the best, figure out how to pay for it, and work at getting the accommodations I think I will need to successfully complete the program.*

Learner's Name: Jessie Johansen

F. ANNUAL INSTRUCTIONAL GOALS & SHORT-TERM OBJECTIVES	
GOAL *In writing the goal statement, indicate the direction of change, the behavior to be changed, and the expected ending level of performance.*	**GOAL # ___ OF ___ GOALS**

I will increase preparation activities for fall, 1994, entry into a post-secondary school that offers a program in my interest area from having visited several schools to completing an application and being accepted, finding financial aid, and setting up accommodations by graduation this spring..

SHORT-TERM OBJECTIVES *There must be more than one objective for each goal.* *For each objective include attainment criteria and evaluation procedures.*	**Review Date**	**Degree of Progress**
1. *Given registration materials for post-secondary school of interest, I will complete the necessary forms with 100% accuracy by the end of the first semester as determined by my school counselor.*		
2. *Based on my learning strengths and weaknesses, I will correctly list all the resources available at the schools I am interested in before enrolling, as determined by my special education teacher.*		
3. *I will travel by city bus to my SSB counselor's office and meet with my counselor at least four times over the course of the school year for assistance in planning and funding my post-secondary education as monitored by my SSB counselor.*		

G. PERIODIC REVIEW SUMMARY OF GOAL & OBJECTIVES

The following is the status of the learner's goal and objectives:

☐ Goal achieved.

☐ Meets learner's current needs and will be continued without changes.

☐ The non-significant changes listed below will be made without an IEP meeting unless you contact us.

☐ Does not meet learner's current needs and the significant changes listed below require a revised IEP. We will be in contact soon to schedule a meeting.

NOTE TO PARENT(S): You are entitled to request a meeting to discuss the results of this review.

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Learner's Name: Jessie Johansen

H. SPECIAL EDUCATION & RELATED SERVICES

SPECIAL EDUCATION SERVICES

SERVICE PERSONNEL CODE (see reverse for codes)	NAME OF SERVICE PROVIDER & PHONE NUMBER	SERVICE CATEGORY CODE (see reverse for codes)	BUILDING NAME & ROOM NUMBER	FREQUENCY	MINUTES PER WEEK		TYPE OF SETTING							DATE SERVICE BEGINS	DURATION OF SERVICES
							check one			check one					
					INDIRECT	DIRECT	CLASS	GROUP	INDIVIDUAL	GENERAL	SPECIAL	INTEGRATED	OTHER		
01	Sue Hanson 345-6789	490	Swanville High, Rm 207	daily	75	150		x			x			9-93	6-94

RELATED SERVICES AND JUSTIFICATION

35	Mildred Fortney 456-7890	35	Swanville High, Rm 101	monthly		10			x	x				9-93	6-94
Justification: *Information about postsecondary schools, application. process, and accommodations*															
Justification:															

TRANSITION SERVICES (for age 14 and above)

AGENCY NAME	NAME OF SERVICE PROVIDER & PHONE NUMBER	BUILDING NAME	FREQUENCY	AMOUNT OF SERVICE TIME	DATE SERVICE BEGINS	DURATION OF SERVICES
State Services for the Blind	Harold Batens 426-1234	Park Plaza	at least quarterly	minimum 8 hours	10-93	ongoing
Interagency / Organization Linkages (*Identify activities, funding responsibilities, etc.*): *assistance in planning and funding postsecondary education*						
Support Services Morton Tech. College	*Sharon McElroy* *426-9876*	*Morton Tech College*	*as needed*	*about 4 hours*	*10-93*	*throughout college career*
Interagency / Organization Linkages (*Identify activities, funding responsibilities, etc.*): provide information on technical college options and accommodations						

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Learner's Name: Jessie Johansen

I. ADAPTATION OF GENERAL & SPECIAL EDUCATION

Describe changes in general and special education that will be made to permit successful accommodation and education of the learner (e.g., grading, credits, staff, transportation, facilities, materials, equipment, technology, adaptive devices, curriculum, methods, coordination of support services, vocational services and equipment, and other services):

Are Regulated Behavioral Interventions required for this learner? ☐ Yes ☐ No
(If yes, attach behavior plan as described in M.R. 3525.2925.)

Are general education secondary graduation standards being modified? ☐ Yes ☐ No
(If yes, attach team determination documentation as described in M.R. 3525.3150.)

Are extended school year services required for this learner? ☐ Yes ☐ No
(If yes, attach extended school year justification as described in M.R. 3525.2900 Subp. 1.H.)

J. LEAST RESTRICTIVE ENVIRONMENT (LRE)

Explain why the proposed placement is the most appropriate and the least restrictive. (Describe any other options considered.)

K. DESCRIPTION OF ACTIVITIES WITH LEARNERS WITHOUT DISABILITIES

For a learner who is served more than half-time in a special education setting, include any activities in which the learner will be participating with learners who do not have disabilities (e.g., lunch, assembly periods, club activities, field trips, community instruction or experiences, and other special events):

Activity	Frequency	Amount of Time

LENGTH OF DAY ☐ Check here if the learner's school day is shorter than that of peers without disabilities.
(If checked, Commissioner of Education approval is required.)

NOTE: *Attach "Notice of Special Education Services."*

Service Personnel Codes

01	Teacher
02	Supervisor / Coordinator
03	Lead Teacher
04	Physical Therapist
05	Occupational Therapist
06	School Nurse (*Report only time in levels V and VI.*)
07	Program / Instructor Assistant Levels I, II, III
08	Program / Instructor Assistant Levels IV, V, VI
09	Director of Special Education
10	Assistant Director
11	School Social Worker
12	School Social Worker Aide for Indian, Hispanic, or Southeast Asian Students
13	School Psychologist
14	Audiologist
15	Adaptive Physical Education Specialist
16	Consultant
17	Other
18	Child Find Facilitator
19	Public Information Facilitator
20	Child Study Due Process Facilitator
21	Alternative Program Facilitator
22	Secretary
23	Substitute Teacher
24	Certified Occupational Therapy Assistant (COTA)
25	Other Certified Therapist
26	SEIMC Management Personnel
27	Vision Media Assistant (braillist / L.P. typist)
28	Interpreter for the Deaf
29	Orientation and Mobility (O & M)
30	Due Process Hearing Officer
31	Clinical Psychologist
32	Behavior Analyst (prior approval)
33	Regional Special Programs Supervisor
34	Assistive Technology Specialist
35	School Counselor

Service Category Codes

425	Early Childhood Handicapped
440	Mildly Mentally Impaired
450	Moderately Severe Mentally Impaired
460	Physically Handicapped
465	Hearing Impaired
470	Speech / Language Impaired
475	Visually Handicapped
490	Specific Learning Disability
491	Other Health Impaired
492	Autistic
493	Emotional / Behavioral Disorder
494	Traumatic Brain Injury

Appendix B

Disability-Related Legislation

There are several pieces of state and federal legislation that define and support transition, which are described below.

Federal Definition of Transition Services

The Education for All Handicapped Children Act has a new name: IDEA, short for the Individuals with Disabilities Education Act (PL 101-476). This act adds a new definition of transition services, adds transition services to students' IEPs, and makes changes in transition programs authorized under Part C of the law. The following is the new definition of transition services:

> Transition services means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including:
>
> - Post secondary education.
> - Vocational training.
> - Integrated employment (including supported employment).
> - Continuing and adult education.
> - Adult services.
> - Independent living.
> - Community participation.
>
> The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and may include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

The law also specifically refers to transition services in the overall definition of an "individualized education plan," or IEP. IEPs must now include "a statement of the needed transition services for students beginning no later than age sixteen and annually thereafter (and when determined appropriate for the individual, beginning at age fourteen or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting."

In addition, the law attends to the transition needs of students who use assistive technology. Under IDEA, transition programs that get federal funding may "develop and disseminate exemplary programs and practices that meet the unique needs of students who utilize assistive technology devices and services as such students make the transition to post-secondary education, vocational transition, competitive employment, and continuing education or adult services."

Regulations for IDEA (Public Law 101-476)

The following transition-related IDEA regulations were published in the Federal Register on September 29, 1992 to indicate how IDEA will be interpreted:

> **Transition Service Participants:** If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite the student; and a representative of any other agency that is likely to be responsible for providing or paying for transition services. If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered; and if an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services. (300.344)
>
> **Parent Participation:** If a purpose of the meeting is the consideration of transition services for a student, the notice (to parents) must also indicate this purpose; indicate that the agency will invite the student; and identify any other agency that will be invited to send a representative. (300.345)
>
> **Content of Individualized Education Program:** The IEP for each student, beginning no later than age sixteen (and at a younger age, if determined appropriate), must include a statement of the needed transition services including, if appropriate, a statement of each public agency's responsibilities or linkages, or both, before the student leaves the school setting. If the IEP team determines that services are not needed in one or more of the areas specified, the IEP must include a statement to that effect and the basis upon which the determination was made. (300.346)
>
> **Agency Responsibilities for Transition Services:** If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP. Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the re-

> sponsibility to provide or pay for any transition services that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency. (300.347)

Transition Legislation in Minnesota

Transition legislation in Minnesota pre-dates federal legislation; transition was mandated in 1987 and amended language was passed in 1992:

> Every district shall ensure that all students with disabilities are provided the special instruction and services which are appropriate to their needs. The student's needs and the special education instruction and services to be provided shall be agreed upon through the development of an individual education plan. The plan shall address the student's need to develop skills to live and work as independently as possible within the community. By grade nine or age fourteen, the plan shall address the student's needs for transition from secondary services to post-secondary education and training, employment, community participation, recreation and leisure, and home living. The plan must include a statement of the needed transition services, including a statement of the interagency responsibilities or linkages or both before secondary services are concluded. (Minnesota Statute 120.17 Subd. 3a)

Minnesota State Board of Education Rules on Secondary Transition Planning

The following is an excerpt from the State Board of Education rules that govern transition planning:

> By grade nine or age fourteen, the IEP plan shall address the pupil's needs for transition from secondary services to post-secondary education and training, employment, and community living.
>
> **A** For each pupil, the district shall conduct a multi-disciplinary assessment of secondary transition needs and plan appropriate services to meet the pupil's transition needs. Areas of assessment and planning must be relevant to the pupil's needs and may include work, recreation and leisure, home living, community participation, and post-secondary training and leaning opportunities. To appropriately assess and plan for a pupil's secondary transition, additional IEP team members may be necessary and may include vocational education staff members and other community agency representatives as appropriate.
>
> **B** Secondary transition assessment results must be docu-

mented as part of an assessment summary according to part 3525.2750. Current and secondary transition needs, goals, and instructional and related services to meet the pupil's secondary transition needs must be considered by the team with annual needs, goals, objectives, and services documented on the pupil's IEP. (Chapter 3525.2950)

Community Transition Interagency Committees (CTICs)

A district, group of districts, or special education cooperative, in cooperation with the county or counties in which the district or cooperative is located, shall establish a community transition interagency committee for youth with disabilities, beginning at grade nine or age equivalent, and their families. Members of the committee shall consist of representatives from special education; vocational and regular education; community education; post secondary education and training institutions; adults with disabilities who have received transition services, if such adults are available; parents of youth with disabilities; local business or industry; rehabilitation services; county social services; health agencies; and additional public or private adult service providers as appropriate. The committee shall elect a chair and shall meet regularly. The committee shall:

1 Identify current services, programs, and funding sources provided within the community for secondary and postsecondary aged youth with disabilities and their families;

2 Facilitate the development of multi-agency teams to address present and future transition needs of individual students on their individual education plans;

3 Develop a community plan to include mission, goals, and objectives, and an implementation plan to assure that transition needs of individuals with disabilities are met;

4 Recommend changes or improvements in the community system of transition services;

5 Exchange agency information such as appropriate data, effectiveness studies, special projects, exemplary programs, and creative funding of programs; and

6 Following procedures determined by the Commissioner, prepare a yearly summary assessing the progress of transition services in the community, including follow-up of individuals with disabilities who were provided transition services to determine the outcomes. The summary must be disseminated to all adult services agencies involved in the planning and to the commissioner of education by October 1 of each year.

(M.S. 120.17 Subd. 16)

Minnesota State Board of Education Rules on Interagency Committees

Subpart 1. Local participation: A district shall establish or participate in a local interagency early intervention committee and a local community transition interagency committee. The local committee shall:

A Meet at least quarterly to fulfill the duties prescribed in statute; *and*

B Report annually when directed to the Department of Education summarizing progress and recommendations.

Operating procedures fulfilling the requirements in each statute must be included in the district's total special education system plan. (Chapter 3525.0650)

Minnesota State Board of Education Rules on Requirements for a High School Diploma

Beginning at grade nine or age fourteen and annually thereafter, the IEP team shall address the graduation requirements for a high school diploma for a pupil.

A The team must determine those courses, programs, or classes that must be successfully completed by regular education students in the regular education program which are needed to attain a high school diploma and are appropriate and attainable by the pupil.

B The team must determine those courses, programs, or classes which are needed to attain a high school diploma that cannot be successfully attained by the pupil without special education or are not appropriate for the pupil. These requirements must be modified on the IEP or waived by the team.

C The IEP team shall determine the criteria for satisfactory achievement of the IEP goals and objectives including modified courses, programs or classes.

A pupil shall receive an identical high school diploma granted to all regular education students upon graduation or termination of special education services at age twenty-one, with satisfactory attainment of the program plan objectives. (Chapter 3525.3150)

Rehabilitation Act of 1973 as Amended in 1992

The Rehabilitation Act has been re-authorized and extended for five years, until September 30, 1997. A number of amendments that impact transition planning and services are included:

- Transition services are defined the same as in the Individuals with Disabilities Education Act (IDEA).
- Determinations by other agencies, particularly educational agencies, regarding whether an individual has a disability shall be used to the extent appropriate, available and consistent with the requirements of the Act.
- It shall be presumed that an individual can benefit from Vocational Rehabilitation Services unless the Division of Rehabilitation Services can demonstrate, by clear and convincing evidence, that such individual is incapable of benefiting in terms of an employment outcome. When the issue of ability to benefit concerns the severity of the disability, the Division of Rehabilitation Services needs to conduct an extended evaluation.
- Eligibility determinations are to be made within sixty days, unless exceptional and unforeseen circumstances exist that are beyond the control of the Division of Rehabilitation Services, and the individual concurs with the extension or an extended evaluation is required.

Other Legislation Supporting Transition

In addition to IDEA and the Rehabilitation Act, two additional laws supporting transition are also in place: Public Law 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act, and PL 100-336, the Americans with Disabilities Act. Each of these laws gives additional strength and direction regarding the design of transition programs and support services.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990

The Carl D. Perkins Act is federal vocational education legislation that mandates the following assurances for individuals with disabilities. The law requires educators to:

1 Assist students who are members of special populations to enter vocational education programs and assist students with disabilities in achieving the transitional service requirements of IDEA.

2 Assess the special needs of students with respect to their successful completion of the vocational education program in the most integrated setting possible.

3 Provide the following supplementary services to students who are members of special populations, including students with disabilities:
  - curriculum modification
  - equipment modification
  - classroom modification

- supportive personnel
- instructional aids and devices

4 Provide guidance, counseling and career development activities by professionally trained counselors and teachers who are associated with the provisions of such special services.

5 Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

The Americans with Disabilities Act of 1990

The purpose of the Americans With Disabilities Act (ADA) is to provide a clear and comprehensive national mandate to end discrimination against persons with disabilities. The ADA guarantees equal access for individuals with disabilities in the following areas:

- **Employment:** No employer shall discriminate against any qualified person with a disability in regard to all terms, conditions or privileges of employment. Employers with twenty-five or more workers must comply by July 26, 1992. Employers with fifteen or more workers must comply by July 26, 1994.
- **Public accommodations:** No person shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation, such as restaurants, hotels, doctor's offices, grocery stores, museums, retail stores.
- **State and local government services:** No qualified individual with a disability may be discriminated against by a department, agency, special purpose district, or other instrumentality of a state or local government.
- **Transportation:** Transportation services owned by private companies must make new over-the-road buses accessible. Transportation "phase-ins" for accessibility range from thirty days to three years.
- **Telecommunications:** Telephone services offered to the general public must include interstate and intrastate telecommunication relay services. This will allow customers who use nonvoice terminal devices, because of their disabilities, to have equal service to those who use voice telephone services. Telecommunications relay services became effective July 26, 1994.

Appendix C

Transition Assessment Guide

Transition Assessment Guide

Directions

The *Transition Assessment Guide* offers information on the five transition areas that must be addressed when performing a transition assessment.

The *Transition Assessment Guide* gives a definition, examples of assessment questions, and options for each of the following transition areas:

Home Living
Community Participation
Recreation and Leisure
Jobs and Job Training
Post-secondary Training and Learning Opportunities

After receiving permission to assess or after waiting 10 school days (when not a new referral) after the request for permission to assess was mailed to parent(s) for permission, use this guide. Assessment assignments should have been determined at the Referral Review and Assessment Determination meeting. Staff assigned assessment responsibilities will be asked to complete one or more of the transition areas. This *Transition Assessment Guide* will assist with the interview in each area. Complete the Transition Planning Worksheet only in the area you have been assigned. Use the Transition Planning Worksheet to jot down the learner's responses to the questions asked in each of the Transition areas. This worksheet can then be used as a reference when the assessment team meets, when writing the assessment team summary report, and when conducting a learner's annual IEP Team meeting.

Make several copies of the Transition Planning Worksheet to have on hand for additional learners whom you will be responsible for assessing.

HOME LIVING

HOME LIVING refers to the ability to function and participate to the maximum extent possible in an appropriate living situation.

Here are examples of tasks people do at home.

ASK: What do you do now? What are your goals for the future? Do you need help in any area?

bake in oven
buy groceries
care for children
care for pets
clean bathtub
clean counters
clean sink
clean spills
clear table
clean toilet
cook frozen foods
cook packaged foods
dental hygiene
dial 911 for help
dry dishes
dust
empty trash
fold laundry
follow emergency exit procedures
handwash dishes
hang up clothes
iron
make bed
make sandwiches
manage a monthly budget
mop
mow grass
operate air conditioner
operate dishwasher
operate dryer
operate radiator/heater
operate washer
pay bills
perform first aid
practice home safety
pull weeds
put clothes in drawer
put laundry away
rake leaves
read directions
recycling
relate to family members
repair minor plumbing
secure home (lock doors, close windows)
set tables
shower
strip bed
sweep sidewalk
use a blender
use microwave oven
use telephone
use toaster
vacuum
wash windows
water lawn

ASSESSMENT QUESTIONS:

1. What are your present plans for your next living situation?
2. Can you prepare and serve foods which require little or no cooking?
3. Can you carry out basic household chores?
4. Can you manage money or balance a checkbook?
5. Can you sort, wash, fold and put away laundry?
6. Does learner display a basic understanding of interpersonal relationships and human sexuality?
7. Does learner perform appropriate personal hygiene habits?
8. Can you perform basic first aid (i.e., treat cuts, burns, perform the Heimlich maneuver)?

Home Living Options

After High School		5 years later
■	with parents	■
■	group home	■
■	foster care	■
■	away from family with support as needed (list) ______________	■
	independently, apartment, condo, etc. ______________	■
■	other ______________________________	■

ASK: In which option does learner see him/her self living after graduating from high school?
In which option does learner see him/her self living five years after graduation?
Are learner's parents/guardians in agreement?

COMMUNITY PARTICIPATION

COMMUNITY PARTICIPATION refers to the ability to access community resources including people, places, and activities and the ability to participate to the maximum extent possible in community activities.

Here are examples of where people go in the community.

ASK: What do you do now? What are your goals for the future? Do you need help in any area?

- ball park
- bank
- barber shop
- basketball court
- beauty shop
- bowling lanes
- church
- club
- concert
- convenience store
- dances
- dentist's office
- department store
- doctor's office
- fair
- fast food restaurant
- grocery store
- health club
- ice cream parlor
- laundromat
- library
- movie theater
- pool hall
- recreational park
- repair shop
- shopping mall
- sit down restaurant
- skating rink
- sporting event
- state parks
- swimming pool
- tennis court
- track
- travel
- vacations
- vote
- YMCA/YWCA

ASSESSMENT QUESTIONS:

1. Do you know and can you tell someone or write your own name, address and telephone number?
2. Can you arrange and utilize appropriate transportation (i.e., drive car, city bus, metro mobility, ride share, etc.)?
3. Can you use telephone to access the above mentioned community sites?
4. Can you select, request and pay for merchandise at a restaurant, department store, video store, grocery store, etc?
5. Can you make and keep dental and/or doctor appointments?
6. Can you understand and participate in the political process? Do you know how to vote?
7. Is learner aware of advocacy agencies and where they are located?
8. Can you use a bank for checking and/or savings account, cash checks, purchase money orders, etc.?
9. Do you belong to an organized religious institution and aware of scheduled services, social events, etc?
10. Can you understand the need for personal safety in community? Use self protection?

Community Participation Options

Now	After High School		5 years later
■	■	does not have access	■
■	■	access with family support	■
■	■	access with agency support	■
■	■	access with non-paid support	
■	■	independent access	■

ASK: How do you access community activities?
What do you expect after high school and five years later?
Through which option are you currently functioning when accessing community sites?
Does learner, parent/guardian need any help in developing more independence to access community opportunities?

RECREATION AND LEISURE

RECREATION AND LEISURE refers to the ability to access and participate in community activities related to sport, hobby and/or relaxation and to access and engage in personal hobbies, sports and relaxation activities.

ASK: What do you do now? What are your goals for the future?
Do you need help in any area?
What would you like to do that you now don't do?

Here are examples of what people do for fun and fitness.

aerobics
assemble models
ball games
bike
board games
bowling
cards
ceramics
choir
city parks
collect coins
computer games
dancing
drama club
electric games
exercise bike
fishing
frisbee
gardening
girl/boy scouts
jogging
knitting
listen to music
radio
read books
sewing
skateboard
skating
Special Olympics
spectator sports
swimming
television
visit friends
YMCA/YWCA

ASSESSMENT QUESTIONS:

1. Do you participate in any school sports, clubs or performing groups?
2. Do you participate in family recreational and leisure activities such as picnics, fishing, movies?
3. What do you do for fun at home and/or school?
4. Do you use community recreational centers? What activities do you participate in?
5. Do you prefer group or individual recreational activities?
6. Do you prefer to be a spectator? Of which sport(s)?
7. How do you get to activities?
8. Who decides how you spend your time after work and on weekends?
9. Who do you usually do things with?
10. Do you know how to protect yourself in the community?

Recreation and Leisure Options

Now	After High School		5 years later
■	■	no activities	■
■	■	segregated activities	■
■	■	integrated activities with family support	■
■	■	integrated activities with agency support	■
■	■	integrated activities with non-paid support	■
■	■	integrated activities with age-appropriate peers	■
■	■	independent integrated activities	■

ASK: How are you participating in recreational and leisure activities?
What recreational and leisure activities do you expect to be involved in after high school and five years later?
Do you, your parent/guardian want increased participation?

JOBS AND JOB TRAINING

JOBS AND JOB TRAINING refers to the ability to achieve a satisfactory level of suitable and meaningful employment which will provide income and personal satisfaction.

ASK: What do you do now? What are your goals for the future? Do you need help in any area?

Here are examples of what people can do for jobs and job training at school and in the community.

business math
computer classes
industrial arts classes
home economics classes
drafting classes
career awareness
Employment Skills Seminar (ESS)
community training
job interest inventories
interview skills
job seeking skills
school service
work experience
Project Explore
Multi-Products Co.
Job Shadowing
Community Based
Special Needs Training/Employment Partnership (SNTEP)
Apticom assessment
Wilder Teenage Program
Transition Plus
Post-Secondary Options
Support Services
Work with Division of Rehabilitation Services (DRS) counselor
Center for Youth Employment and Training (CYET)

Here are examples of general skills needed for jobs.

follow directions
get along with others
use the restroom
job safety
ask for help
lift things
money handling
buy snacks
dress appropriately
measurement skills
take breaks
good attendance
completes work
eat lunch
keep busy

ASSESSMENT QUESTIONS:

1. What are your career interests?
2. What are your previous vocational experiences?
3. Have you filled out a job application form?
4. Have you performed a job interview?
5. Can you use want ads in daily newspaper to determine job availability?
6. Do you prefer to work with: routine/variety, indoors/outdoors, busy/non-busy environment, alone/with people, hand/machines?
7. What are some of the chores you do around home that may indicate a job choice?
8. Do you and/or your family (friends, neighbors, mentor) know of anyone who could assist with employment?

Jobs and Job Training Options

Now	After High School		5 years later
■	■	developing employment skills	■
■	■	job exploration	■
■	■	school sponsored job training	■
■	■	supported employment (individual)	■
■	■	supported employment (group)	■
■	■	community-based employment	■
■	■	independent placement with support	■
■	■	independent competitive employment	■

ASK: How are you participating in developing employment skills, jobs training and jobs?
Where would you like to be by high school graduation? five years later?
Are parents/guardians in agreement with this plan?

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POST-SECONDARY TRAINING AND LEARNING OPPORTUNITIES

POST-SECONDARY TRAINING AND LEARNING refers to the ability to access and participate in appropriate post high school training programs, courses and/or programs for lifelong learning.

Here are where people can receive post-secondary training and learning.

ASK: What do you do now? What are your goals for the future? Do you need help in any area?

- Area Learning Center
- Transition Plus
- community education
- technical colleges
- private business school
- community college
- universities
- college extension
- vocational rehabilitation facilities (SPRC, Goodwill, etc.)
- supported employment
- part-time work
- on-the-job training
- apprenticeships
- family employment
- independent employment
- Habilitation and Training Services (Midwest Special Services, Custom Contracts and Services, Merrick Inc., etc.)
- Support Services:
  - Division of Rehabilitation Services (DRS)
  - State Services for the Blind
  - State Employment Service

ASSESSMENT QUESTIONS:

1. How do you like to get information? (hands-on, reading, video, lecture)
2. Have you had a vocational assessment?
3. Do you demonstrate an awareness of post-secondary schools and training?
4. Have you participated in any post-secondary options?
5. What are your post-secondary plans?
6. Have you applied for Department of Rehabilitation Services (DRS)?
7. Have you applied to any post-secondary institutions?
8. Is learner aware of post-secondary schools' application procedures and timelines?
9. Who do you go to for help?
10. Have you met with your guidance counselor about your post school plans?
11. Have you taken college outcome tests: SAT, ACT, etc? with modifications?
12. Have you applied for financial aid?
13. Are you aware of advocacy and/or guardianship agencies?

Post-secondary Training and Learning Opportunities Options

Now	After High School		5 years later
■	■	no involvement aware of options	■
■	■	involvement through high school	■
■	■	involvement through parents.	■
■	■	involvement using support agencies	■
■	■	independent involvement	■

ASK: In which types of post-secondary learning opportunities would you like to be involved?
Do you know how to access the appropriate supports for post-secondary training opportunities?

Appendix D
The Personal Futures Planning Process

How to Begin

- The facilitator and co-facilitator introduce themselves and share information about their general background and experiences with the group.
- Facilitators ask family members and participants to introduce themselves and share any pertinent information they wish.
- Facilitators provide participants with a brief introduction to the personal futures planning process.

Instructions for Facilitators

- Facilitators first explain to participants that the personal futures planning process is like a treasure hunt. The goal is to collect information about the focus person in the form of memories, thoughts, and ideas.
- The group is then informed that they will, over the course of the meeting, discuss six topic areas in the focus person's life. These areas are:
  1 Background
  2 Relationships
  3 Places
  4 Choices
  5 Preferences
  6 Focus on the future for self-determination
- Specific questions which can prompt discussion in these areas are included on the following pages.
- When all of the topic areas have been covered in the personal futures discussion, the facilitators distribute and explain to family members a "self-determination questionnaire". This questionnaire is to be filled out by family members over the course of the next week, so that it can be used at the next family education and support session.

1 · Background

In this first step of the personal futures planning session, the family discusses the individual's history. The purpose of this session is to document any event or memory which the family feels is important for understanding the individual's background. Having specific dates or names are not nearly as important in piecing together a description of the person's past as are memories, events, and feelings that the family wishes to share. While one facilitator is assisting in the discussion, the other facilitator can be documenting the information on the "Background Map". The information can be depicted with pictures, symbols, arrows, words, and colors – any way that communicates the information clearly for the family.

Questions to Ask to Obtain Information on Background

1 Where was the focus person born?

2 How did the focus person behave as a baby/child?

3 What were some major or memorable events that occurred in the focus person's past?

4 What did the focus person enjoy doing for fun or on vacations as a child?

5 What general memories do you have of the focus person's childhood?

6 What schools did the focus person attend?

7 What activities or subjects did the focus person enjoy in school?

2 · Relationships (Family, Friends, Service Providers)

In this second step of the personal futures planning session, the family discusses the focus persons relationships. Using a "Relationship Map", a facilitator will document the names of family members, friends, and service providers. Generally, the names of people the focus person feels closest to or with whom he or she spends the most time should be written toward the center of the circle. The purpose of this section is to create a relationship or social network map, which can help the family better understand the focus persons social relationships.

Questions to Ask to Obtain Information on Relationships

1 Who are the people with whom the focus person spends the most time? (These people should be placed closest to the focus person in the center of the Relationship Circle.)

2 How much time does the focus person spend with each person?

3 Who are the people the focus person feels closest to?

4 Who are the people with whom the focus person has contact on a daily, weekly, monthly or yearly basis? (The more time spent with the focus person, the closer to the center of the Relationship Circle they are placed.)

5 Are these persons friends, family, or service providers? (They

should be placed in the appropriate section of the Relationship Circle.)

6 Are any animals or pets involved in the focus person's IHE?

3 · Places

In this third step of the personal futures planning session the family discusses where the focus person goes in the community. Included in this discussion are how often the focus person goes out into the community, how they get there and with whom. The facilitator can use symbols, names and arrows to create a map of places the focus person goes into the community.

Questions to Ask to Obtain Information about Places the Focus Person Frequents

1 What community and neighborhood environments are frequented on a regular basis?

2 How does the focus person make choices about going to these places or participating in the setting?

3 What does the focus person do when they get to these settings?

4 Does the focus person frequent these settings alone, in small groups, or in large groups?

5 Are there places in the community where the focus person would be supported in exercising self-determination?

6 Are there places in the community where the focus person would not be supported in exercising self-determination?

7 How does the focus person get to these places, and what are the transportation issues?

8 Are the places in community or human service settings?

9 Where does the focus person go to do school work, and what kind of transportation does the person use to get there?

10 What does the focus person do at the home setting?

11 How does the focus person make choices about these activities at home?

12 How does the focus person make choices about going to these places or participating in the setting?

4 · Preferences

In this fourth section of the personal futures planning session, the family discusses the focus person's preferences, in other words, what does and doesn't work for the focus person. On one side of the "Preference Map" the facilitator will list the family's ideas about what works for the focus person, and the facilitator will list what doesn't work on the other side of the Preference Map.

Questions to Ask to Obtain Information on the Focus Person's Preferences

1. What type of person does the focus person find hard to get along with, or think it is hard to get along with?
2. What are the most enjoyable choices the focus person makes?
3. What are the choices the focus person makes that are the most frustrating?
4. What type of person does the focus person get along with, or think it is easy to get along with?
5. What are the things that the focus person most enjoys doing, the things that motivate and are interesting?
6. What are the things that are boring, frustrating or undesirable to the focus person?
7. What conditions, activities, and settings are most enjoyable?
8. What conditions, activities, and settings are most frustrating?
9. Are there people the focus person would like to spend less time with?
10. In what ways can positive experiences be increased and negative experiences decreased?

5 · Choices

In this section, the family discusses the choices made by the person independently, and choices made by the focus person and others. Many choices will fall into both categories, in other words, in some circumstances a choice can be made independently, and in other situations the choice is made with the help of another person. This can be indicated graphically with arrows showing that the choice falls into both categories.

Questions to Ask to Obtain Information about Choices

1. What are the choices the focus person makes independently at home?
2. What are the choices the focus person makes independently in school?
3. What are the choices the focus person makes independently regarding peers?
4. What are the choices the focus person makes together with parents at home, regarding school, or peers?
5. What are the choices the focus person makes together with their teachers regarding their education?

6 · Focus on the Future for Self-Determination Goals

In this final section of the personal futures planning session the family discusses their goals for the focus person. Families may want to use the information from the previous discussions to help formulate and organize their ideas. The focus on the future can include long and short term goals in self-determination, as well as an understanding of the supports needed for the focus person to reach these goals. The family's ideas will be documented, and if desired, prioritized on the "Focus on the Future Map".

Questions to Ask to Obtain Information on the Focus Person's Focus for the Future in Self-Determination Goals

1. What images does the focus person have for the future in self-determination?
2. What unrecognized dreams and hopes does the focus person have for the future in self-determination?
3. What supports are needed?
4. What are the creative ways to link the preferences of the focus person with the opportunities available in the community?
5. What is the family's comfort level for these goals to occur?

At the conclusion of the personal futures planning session, facilitators should indicate to the family that their discussion has provided valuable information about the focus person, and that a copy of the written document will be made for the focus person and the family to have. The information and ideas that are documented on the "Personal Futures Map" can be referred back to throughout the family's participation in the self-determination curriculum.

Adapted with permission from *Self-Determination Curriculum* (1994). Developed by the Institute on Community Integration though grant H158K00034, Office of Special Education and Rehabilitative Services.

Appendix E
Transition Resources

The following resources may be useful in the transition planning process:

Begin the Between:
Planning for the Transition from High School to Adult Life (1992)
This guide reviews basic issues on successful transition from high school to adult and community living. It provides strategies for planning and an introduction to the adult service system. Free to parents of Minnesota high school aged children and young adults with disabilities; a small fee for others. Available through PACER Center, 4826 Chicago Avenue S, Minneapolis, MN 55417-1055. 612/827-2955 (Voice & TDD).

Community Transition Interagency Committee
Yearly Summary (1993)
This is the annual report on the status of CTICs in Minnesota, compiled for the Minnesota Department of Education by the Institute on Community Integration. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

Funding Services for Youth with Disabilities in Transition:
Discover Minnesota's Possibilities (1993)
A resource for transition planning teams to use as a guide in determining how to fund the services and support needed to make a smooth and successful transition from high school to adult life. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, 612/483-4442 or 800/652-9024.

IMPACT: Feature Issue on Family Empowerment (1992)
This twenty-four-page newsletter focuses on the empowerment of families of persons with developmental disabilities. Professionals share strategies and models for a collaborative, respectful approach to service provision; families also share their experiences in seeking support and assistance from service systems that all too often undermine human dignity and family integrity. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

IMPACT: Feature Issue on Transition (1992)
This sixteen-page newsletter focuses on transition issues for young adults with disabilities. Included are articles related to transition policy, service needs, and strategies for designing effective transition programs. Profiles of students who have successfully made the transition from high school to adult life are also included. Avail-

able from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

Information for Parents of High School Students with Disabilities in Transition to Adult Life (1993)
This booklet of information may be useful to families involved in transition planning; it was compiled by PACER Center for the Minnesota Transition Systems Improvement Initiative. Available from Minnesota Education Services, 70 W. County Road B-2, Little Canada MN 55117-1402, 612/483-4442 or 800/652-9024.

Integrating Transition Planning into the IEP Process (1992)
This guide shows how to incorporate transition planning into the IEP process and helps students become self-advocates. It describes skills needed for employment, community living, post-secondary education and leisure activities. Sample IEPs are included. Available through the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

Life Beyond the Classroom: Transition Strategies for Young People with Disabilities (1992)
This book by Paul Wehman provides a comprehensive guide to planning and implementing transition services at the individual and local levels. The volume includes chapters devoted to the unique needs of youth from a number of different disability groups. Issues relevant to interagency teaming, working with families, secondary educational program design and development, and job development are addressed in detail. Available from Paul H. Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285-9945, 800/638-3775.

Minnesotans Speak Out (1992)
This is a summary of town meetings held throughout the state on the service delivery system for persons with developmental disabilities. The report includes recommendations and is available from the Governor's Planning Council on Developmental Disabilities, 300 Centennial Building, 658 Cedar Street, St. Paul, MN 55155, 612/296-4018.

Mission: Independence (1993)
A resource guide for strengthening the involvement of community education programs and services during the transition years. By Susan Young, Minnesota Community Education Association. Single copies available from the Interagency Office on Transition Services, Minnesota Department of Education 612/296-5660.

Rehabilitation Services: They're Working (1992)
This twenty-five-minute videotape describes the services available from the Minnesota Division of Rehabilitation Services. The referral process, eligibility criteria, individualized plan development, and other services are described. The video is available from the

Division of Rehabilitation Services, 1210 East College Drive, Marshall, MN 56258, 507/537-7280.

Speak up for Health (1992)
This fifteen-minute videotape is about young people who understand their health care needs, who value independence, and who speak out on their own behalf. In addition, it is about parents who recognize and support the need for knowledge and independence in the area of health care. Available from PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417, 612/827-2966 (Voice and TDD).

Speak up for Health: A Handbook for Parents (1992)
This publication focuses on preparing adolescents with chronic illness and disabilities for independence in health care. It covers topics such as letting go, self-advocacy, communicating with health care professionals, adolescent sexuality, and paying for health care. Available from PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417, 612/827-2966 (Voice and TDD).

Supported Employment: A Step-by-Step Guide (1992)
By Cathleen Urbaine, Supported Employment Project Coordinator at PACER Center. This booklet was designed to help persons with disabilities and their families obtain or improve supported employment by explaining how the adult service system works, describing some current "best practices," giving tips to help individuals access supported employment, and suggesting ways to help bring supported employment into a community. Available from PACER Center, 4826 Chicago Avenue S, Minneapolis, MN 55417-1098, 612/827-2966 (Voice and TDD).

Teaching the Possibilities:
Home Living Resource Guide for Transition Planning (1990)
This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students with disabilities as they prepare for future living environments. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, 612/483-4442 or 800/652-9024.

Teaching the Possibilities:
Identifying Individual Transition Needs (1993)
This resource guide for transition planning was developed to assist special education teachers as they assess individual students' transition needs. It includes a description of the transition assessment process, a list of assessment instruments in the five transition planning areas, and several future planning surveys to be used with parents and students. All secondary special education teachers could benefit from this resource. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, 612/483-4442 or 800/652-9024.

Teaching the Possibilities:
Jobs and Job Training Resource Guide for Transition Planning (1991)
This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students as they prepare for future employment. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, 612/483-4442 or 800/652-9024.

Teaching the Possibilities: Post-Secondary Education and Training Resource Guide for Transition Planning (1992)
This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students as they prepare for post-secondary and life long learning. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, 612/483-4442 or 800/652-9024.

Teaching the Possibilities:
Leisure and Recreation Resource Guide for Transition Planning (1994)
This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students as they prepare for recreation and leisure activities. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, 612/483-4442 or 800/652-9024.

Teaching the Possibilities: Community Participation
Guides will be available in 1994.

Transition Brochures (1993)
Topics include:

- Special education services and programs
- County social services
- Division of Rehabilitation Services
- State Services for the Blind
- Preparing for adult life (consumer-focused)
- A model of interagency collaboration (an overview of Minnesota's Transition Model).

A complimentary copy is available from the Interagency Office on Transition Services, 612/295-5660 or TTY/TDD 612/297-2094. Multiple copies available from Minnesota Educational Services.

Transition From School to Adult Life:
Models, Linkages, and Policy (1992)
Edited by F. Rusch, L. Destefano, J. Chadsey-Rusch, L. Phelps, & E. Szymanski. This text provides a comprehensive look at transition, focusing on transition models, methods, issues, and policies. Available from Sycamore Publishing Company, P.O. Box 133, Sycamore, IL 60178, 815/756-5388.

Transition from School to Work for Persons with Disabilities (1988)

Edited by D. Berkell and J. Brown. Key issues in transition planning are addressed, with a review of how current practices and trends affect students, professionals, and families. Available from Longman, Inc., 95 Church St., White Plains, NY 10601, 800/447-2226.

Transition Policy in Minnesota – A Glance Back, A Look Ahead (1993)
This document is an outcome of a number of community forums conducted around the state as well as interviews with key stakeholders. Over sixty recommendations for service improvement are made at three areas of service delivery: individual, community and state. Copies of this report can be ordered by contacting the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

Transition Strategies That Work: Profiles of Successful High School Transition Programs (1991)
This resource guide profiles twenty-three exemplary high school transition programs in Minnesota. It includes a description of each program's history, approach, ages served, transition planning areas emphasized, participant disabilities, and quality standards applied. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

Transition Strategies That Work, Volume II: Profiles of Community Collaboration (1994)
This resource guide profiles exemplary transition programs in Minnesota. It includes a description of each program's history, approach, ages served, transition planning areas emphasized, participant disabilities, and quality standards applied. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

What's Working in Transition
A quarterly newsletter containing ideas, strategies, and practices for Community Transition Interagency Committees in Minnesota. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

References & Resources

References & Resources

A Trainer's Manual for the Students in Transition Planning Project. 1987. PACER Center, Inc., Minneapolis, MN

A Training Program for Paraprofessionals Working in Social Education and Related Services. 2nd edition. 1990. Center for Advanced Study in Education, Graduate School, City University of New York.

Colorado Transition Manual. 1993. Colorado Dept. of Education

Information for Parents of High School Students with Disabilities on Transition into Adult Life. 1993. Minnesota Department of Education.

Making the Transition Team Work. 1994. Minnesota Department of Education.

Minnesota Speaks Out. 1994. Minnesota Governor's Planning Council on Developmental Disabilities

Pickett, A.L., Faison, K., Formanek, J., & Woods, J. 1993. *A Core Curriculum and Training Program to Prepare Paraeducators to Work in Transitional Services and supported Employment Programs.* National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate School, and University Center. City University of New York.

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Teaching the Possibilities: Jobs and Job Training Resource Guide for Transition Planning. 1991. Minnesota Department of Education.

Teaching the Possibilities: Recreation and Leisure Resource Guide for Transition Planning. 1994. Minnesota Department of Education.

Teaching the Possibilities: Post-Secondary Education and Training Resource Guide for Transition Planning. 1992. Minnesota Department of Education.

Transition Planning: A Guide for Secondary and IEP Managers. 1992. St. Paul Public Schools.

Wehman, P. *Life Beyond the Classroom: Transition Strategies for Young People with Disabilities.* 1992. Baltimore: Paul H. Brookes Publishing Company.

Transparencies

What is Transition?

Federal definition:

... a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities including:

- Post secondary education
- Vocational training
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living (home living)
- Community participation
- Recreation and leisure

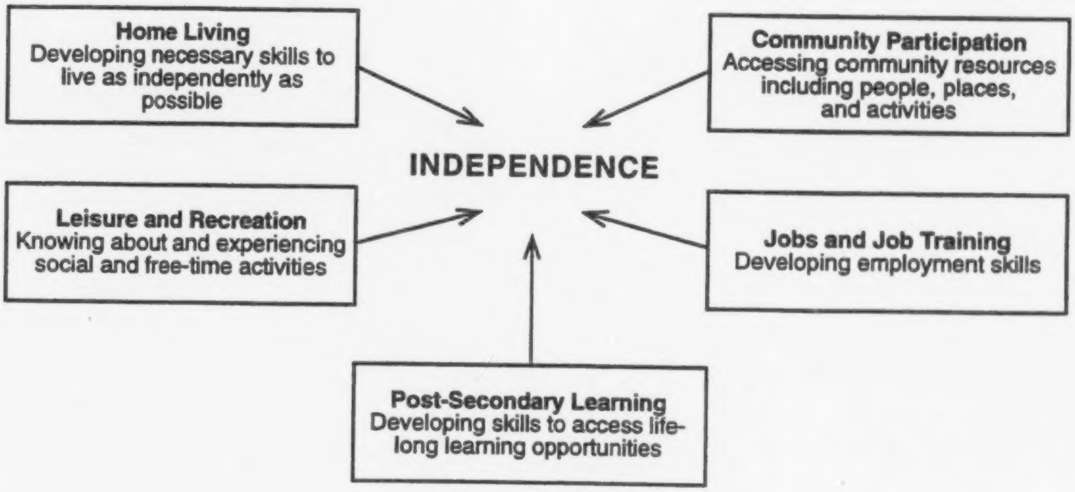
The Individuals with Disabilities Education Act – IDEA (PL 101-476)

Minnesota definition:

...students' needs and the special education instruction and services to be provided shall be agreed upon through the development of an individual education plan (IEP) The plan shall address the student's need to develop skills to live and work as independently as possible within the community. By grade 9 or age 14, the plan must include a statement of the needed transition services, including a statement of the interagency responsibilities or linkages or both before secondary services are concluded

Minnesota Statutes 120.17

Five Areas of Transition Planning



Home Living
Developing necessary skills to live as independently as possible

Community Participation
Accessing community resources including people, places, and activities

INDEPENDENCE

Leisure and Recreation
Knowing about and experiencing social and free-time activities

Jobs and Job Training
Developing employment skills

Post-Secondary Learning
Developing skills to access life-long learning opportunities

The Need for Transition Planning

- 250,000–300,000 special education learners leave school annually. Many need ongoing community services.

(U.S. Department of Education)

- 50–75% of adults with disabilities are unemployed. This is over eight times the rate for persons without disabilities.

(U.S. Commission on Civil Rights)

- Of those adults with disabilities who do work, only 1 in 4 works full-time, with under-employment remaining a problem.

(Harris Poll, 1986)

- Individuals with disabilities earn much less than individuals who do not have disabilities.

(Census Data, 1980)

- 38% of individuals with disabilities said they are under-educated and have no marketable skills

(Harris Poll, 1986)

Essential Members of an IEP/Transition Planning Team

Must be Present	Must be Invited	May be Invited
Administrator or designee	The student	Related service provider
Regular education teacher	One or both parents	Representatives of non-school agency
Special education teacher	Member of assessment team	Other individuals invited by student or parents
		Representative of outside district

1.4

Special Education System

- Services required for all individuals identified as having a disability.
- No waiting lists allowed.
- Individually-based services.
- One provider school delivers all services.

Adult Education System

- Services not required having a disability does not guarantee services.
- Long waiting lists may exist.
- Narrow eligibility criteria & services may exist.
- Some services may not be available.
- Many agencies may deliver services to a single student

Community Service Agencies

- Division of Rehabilitation Services (DRS)
- Centers for Independent Living (CIL)
- State Services for the Blind and Visually Handicapped (SSB)
- County social service departments
- Private Industry Councils/Job Training Partnership Act
- Rehabilitation facilities/day training and habilitation centers
- Employers
- Post-secondary schools
- Community members
- Supplemental Security Income (SSI)
- Minnesota Supplemental Aid (MSA)
- Social Security Disability Insurance (SSDI)
- Other resources

Communication Styles

- Passive
- Aggressive
- Assertive

4.1

Personal Problem Solving Strategies

1 DEFINE

- The problem as one person sees it
- The problem as the other person sees it
- Develop a common or shared definition

2 ASK

- Who is involved
- How are they involved
- What behaviors or attitudes of the different individuals need to be changed

3 LIST

- Areas of mutual agreement concerning problems
- Areas of disagreement
- The barriers to finding a solution

4 DEVELOP

- Desired goals
- Solutions by brainstorming various ideas
- A list of resources, information, or assistance that will help you achieve the goal

5 IMPLEMENT

- The solution for a specific time period and evaluate the effectiveness of the solution
- If necessary, select and implement another alternative

Objective Observation Means:

1 Watching events without being affected by personal biases or prejudices.

2 Watching what is happening without guessing at the reasons that cause the action.

3 Watching the activity without judging whether it's good or bad.

4 Producing an objective record which states exactly what an observer sees and hears.

5.1

Future Adult Goals

Annual Goals

Objectives
(*are measurable and observable*)

- behavior
- criteria
- condition

5.2

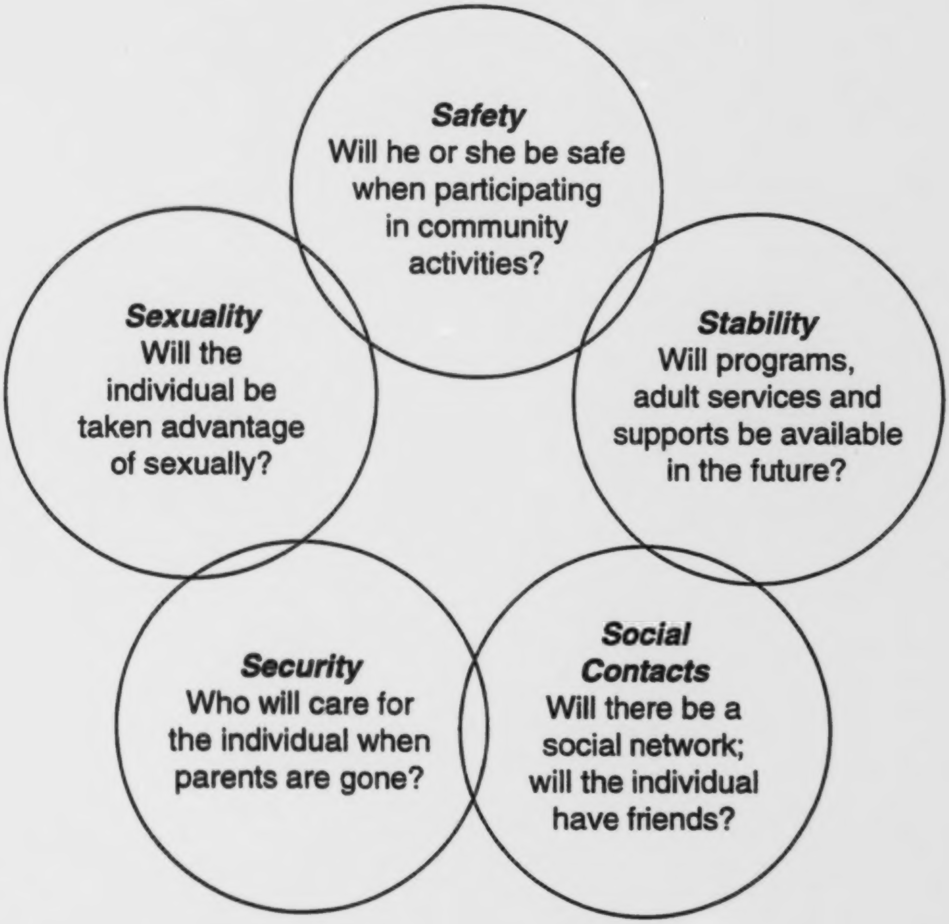
What is a Family?

A family is two or more individuals who may or may not share blood ties or be related by marriage, who share similar values and attitudes.

Adult members of this group take responsibility for the student living with them by providing for education, values training, clothing, and food.

The individuals in the group see themselves as united in their goals and aspirations.

Circles of Fear



Safety
Will he or she be safe when participating in community activities?

Stability
Will programs, adult services and supports be available in the future?

Social Contacts
Will there be a social network; will the individual have friends?

Security
Who will care for the individual when parents are gone?

Sexuality
Will the individual be taken advantage of sexually?

Roles Parents Play in Transition Planning

- Providers of unique information
- Role models
- Case managers
- Program advocates
- Advocates for career education in school programs
- Risk takers
- Financial planners

6.3

Career Exploration Options

- Job shadowing
- Professionals visit the school
- School-based vocational classes
- Reviewing job resources

Work Experience Options

- Community-based job try-outs
- Supported employment
- Individual placement model
- Mobile work crew
- Industrial enclave
- Post-secondary job training
- Competitive employment

Creating Employment Opportunities

1 **Determine** student needs and desires.

2 **Research** target businesses, including personnel, training, retention, competition, and technical issues.

3 **Visit** sample target businesses.

4 **Inventory** activities of typical workers performing target tasks.

5 **Observe** corporate culture, including rules and rituals.

6 **Task analyze** duties and determine consumer capabilities, training, and assistance needs.

7 **Negotiate** with employer.

8 **Teach** and refine tasks.

9 **Build** on typical supports and relationships.

10 **Fade.**

11 **Maintain** consultative role.

What is a Home?

Home is where one lives that allows security and personal identity and serves as a place to plan and prepare for all of life's activities and interactions with society.

Home is where a person should feel safe to think and behave as he or she sees fit. Whether it be a child's hide-away, a bedroom in a multi-dwelling house, or one's own apartment, everyone needs a space to escape and feel safe and secure.

Home is where the atmosphere reflects the personality and tastes of the dweller. Decor, furniture, wall decorations, plants, and knick-knacks turn a structure into a home and impart the feeling of security and familiarity that every person seeks.

Considerations for choosing a home:

- Housing alternatives
- Meal planning
- Housekeeping
- Safety
- Personal care
- Personal development

Post-Secondary Education and Training

1. Understanding strengths and limitations
2. Self-advocacy
3. Social interactions
4. Self-monitoring
5. Time management
6. Study skills
7. Problem solving

Community Participation

1. Transportation
2. Financial planning
3. Medical and dental care
4. Consumer awareness

10.1

Recreation and Leisure Options

1. Inclusive and accessible recreation
2. Integrated recreation and systematic supports
3. Adaptive or "special" recreation

11.1

12070

7

Module Seven

Transition: The Role of the Paraprofessional

Prepared by
Institute on Community Integration (UAP)

UNIVERSITY OF MINNESOTA
The College of Education
and Human Development

Module Seven

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Institute on Community Integration Project Staff
Teri Wallace, Project Director
Richard Weatherman, Project Director

Hutchinson Technical College Project Staff
Carol Adams, Training Specialist
Joyce Evenski, Instructor
Veronica Hansen, Instructor
Susan Rosenzweig, Instructor
Andi Upin, Instructor

Compiled by Nancy Krawetz.
Edited by Carrie Gustafson, Dick Sullivan, and Vicki Gaylord.
Publication design by Charles Gibbons.

To request additional copies and alternative formats, please contact:
Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, Minnesota 55455
612/624-4512

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Table of Contents

An Introduction to the Series

Chapter 1 Transition from School to Adult Life

1 *Section 1* Transition
4 *Section 2* The Transition Team

Chapter 2 Interagency Collaboration

7 *Section 1* Interagency Collaboration

Chapter 3 Roles & Responsibilities of Paraprofessionals

15 *Section 1* Roles & Responsibilities

Chapter 4 Communication & Problem Solving

19 *Section 1* Effective Communication
22 *Section 2* Solving Problems

Chapter 5 Assessment & Goal Setting

27 *Section 1* Assessment
29 *Section 2* Observing & Recording Data
31 *Section 3* Setting Transition Goals & Objectives

Chapter 6 Student & Family Involvement

35 *Section 1* Student Involvement in Transition Planning
38 *Section 2* Self-Determination
40 *Section 3* Family Involvement

Chapter 7 Employment

49 *Section 1* The Transition to Employment

Continued

Chapter 8 Home Living

59 *Section 1* Choosing a Home Living Arrangement
63 *Section 2* Supporting Students As They Learn Home Living Skills

Chapter 9 Post-Secondary Education

75 *Section 1* Planning for Post-Secondary Education & Training
83 *Section 2* Post-Secondary Options for Students with Disabilities

Chapter 10 Community Participation

89 *Section 1* Strategies for Fostering Community Participation

Chapter 11 Recreation & Leisure

95 *Section 1* Planning for Recreation & Leisure Options
96 *Section 2* Paraprofessional Strategies

Appendices

105 *Appendix A* The Individualized Education Plan
111 *Appendix B* Disability-Related Legislation
119 *Appendix C* Transition Assessment Guide
125 *Appendix D* The Personal Futures Planning Process
131 *Appendix E* Transition Resources

References & Resources

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Carol Adams	*Hutchinson Technical College*
Sally Anderl	*Parent*
Toni Dahl-Wiske	*Minnesota State Council on Disability*
Nancy Davidson	*Paraprofessional/Hutchinson*
Jim Decker	*MidTec, St. Cloud Technical College*
Penny Dickhudt	*State Board of Technical Colleges*
Marlene Grindland	*Benton/Sterns Education District*
Richard Herriges	*Minnesota Federation of Teachers*
Amy Hewitt	*REM, Inc.*
Peter Malmberg	*Meeker/Wright Special Education Cooperative 938*
Bruce Miles	*Rum River South, Rum River North*
Lloyd Petri	*Minnesota Technical College System*
Cheryl Smoot	*Minnesota Department of Health*
Barbara Jo Stahl	*Minnesota Department of Education*
Hans Swemle	*Dakota, Inc.*
Colleen Wieck	*Minnesota Governor's Council on Developmental Disabilities*

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Introduction

An Introduction to the Series

This series should be useful to paraprofessionals and paraeducators in education as well as direct service staff in community agencies in preparing for a career or in upgrading skills while already employed. Skills needed by individuals working under a variety of titles are often similar. Our focus is on those individuals working in education, but most of the information contained in this series is appropriate for others; please feel free to adapt it where needed.

The Need for Today's Paraprofessionals

The need for paraprofessionals to work with persons who have disabilities has been growing in recent years. Increasing numbers of persons with a range of disabilities are now living in small residential settings in our communities, attending regular classes in neighborhood schools, holding jobs in local businesses, and participating in community recreation and social activities. There is a great need for paraprofessionals to provide the services and supports these individuals need for community living.

By employing paraprofessionals, services for persons with disabilities are able to expand and improve the quality of assistance they provide. Some of the benefits paraprofessionals offer service agencies and consumers are:

- Expanded learning opportunities for persons with disabilities.
- More individualized attention and instruction.
- Increased opportunities for individuals with disabilities to observe and learn appropriate behaviors.
- Increased planning time for educators, supervisors, and others.
- Improved staff morale.
- Better monitoring and evaluation of persons with disabilities.
- Greater consistency in services.
- Improved parent-school relationships.
- Greater involvement of persons with disabilities in education and other settings in the community at large.
- Transportation assistance for individuals with disabilities.
- Vocational skill development for individuals with disabilities.

The Role of Today's Paraprofessional

Paraprofessionals who work with individuals with disabilities have a variety of roles and definitions, depending on the environment in which they work. The Minnesota Department of Education (MN 3525.0200, Subp. 9b) definition states that a program assistant or pupil support assistant provides services to students only under the direct guidance and direction of a regular or special education teacher or related provider, and those services must be:

- To enhance the instruction provided by the teacher or related staff in academic instruction, physical or behavior management programs, transition, and other integrated activities.
- To supplement instructional activities or to provide extended practice in instances in which the support assistant has had training from a special education or related services staff, and continues to receive ongoing direction and support from a special education teacher.

From the National Resource Center for Paraprofessionals in Special Education and Related Services (City University of New York) comes this definition of a paraprofessional:

A paraprofessional is an employee:

- Whose position is either instructional in nature or who delivers other direct services to individuals and/or their parents.
- Who works under the supervision of a professional staff member who is responsible for the overall management of the program area including the design, implementation and evaluation of instructional programs and the individual's progress.

Paraprofessionals provide services in the following areas:

- Educational programs
- Physical therapy
- Occupational therapy
- Speech therapy
- Recreation programs
- Early intervention and preschool programs
- Social work/case management
- Parent training/child-find programs
- Vocational training programs and job coaching
- Community programs
- Transition

Paraprofessionals are typically different from professionals in the amount of education, certification required for the job, degree of responsibility, and extent of supervision required.

Because the support of paraprofessionals is so essential to the success of individuals with disabilities, this series is dedicated to improving and enhancing skills for paraprofessionals.

About the Series

Whether you have years of experience working with persons who have disabilities or are just beginning, there are probably many questions you have about the role of a paraprofessional. Some concerns and questions will be very specific to your work setting, while others will be more general. This series, *Strategies for Paraprofessionals Who Support Individuals with Disabilities,* will cover both.

This curriculum is primarily for paraprofessionals who are (or will be) working in educational settings (i.e., special and general education). It will, however, also be useful for those in direct service settings, such as vocational programs and residential settings.

The *Strategies for Paraprofessionals Who Support Individuals with Disabilities* curriculum has four general, or core, training modules and three specialized modules. The core modules, designed for all paraprofessionals, are:

- Module 1: The Paraprofessional: An Introduction
- Module 2: Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families
- Module 3: Promoting Self Advocacy and Facilitating Friendships and Socialization Skills for Individuals with Disabilities
- Module 4: Positive Behavior Strategies for Paraprofessionals

The three specialized modules that address competencies needed in specific types of service settings are:

- Module 5: Early Childhood: The Role of the Paraprofessional
- Module 6: Working with Individuals Who Are Medically Fragile or Have Physical Disabilities
- Module 7: Transition: The Role of the Paraprofessional

Each module is designed to stand alone, so you may select any one that best meets your needs. However, it's recommended that everyone begin with Module 1 because it provides a basic framework for work as a paraprofessional and for the material covered in all the other modules.

The training you are about to begin will not only address the current reality for paraprofessionals working with individuals with disabilities, but more importantly, the challenges for the future in your career as a paraprofessional. Paraprofessionals aren't expected to have a total understanding of all the concepts in these modules, but the paraprofessional who has a working knowledge of these core concepts will be most effective.

Guiding Principles

Each module emphasizes six basic guiding principles for paraprofessionals working with individuals with disabilities. Those principals include:

- The individual with a disability is the ultimate locus of control and is the most important member in the decision making process.

- The family is the other primary locus of control. Family involvement is essential in any decision making process.
- The team concept is essential in setting up a plan with an individual. This team includes the individual, the family, and all those working with the individual, including the paraprofessional. The paraprofessional is an essential link between what is and what can be for the individual. The best follow-through on any plan comes from teamwork.
- The community should be the basis for all training, as much as possible. This means that, whether offering real-life examples in the classroom or working in real life situations in the community, the focus must be on the most natural setting and support possible. This is essential so the individual can make connections between what is being learned on a daily basis and the real world. This will help the individual generalize the experience to similar situations in his or her life.
- Inclusion is the goal. This means that individuals with disabilities should be included in the mainstream of society – work, school, and recreation. Devotion to such a model will create the most positive results for the individuals and society as a whole. Inclusion suggests that we can and will all benefit by learning to work and live side by side with each other.
- The most effective paraprofessional will be the individual who has a good self-esteem and is able to be assertive. The assertive paraprofessional is able to ask for support and guidance from staff.

About You: The Adult Learner

We know that the adult learner learns differently than younger learners. This training reflects that understanding. In *Strategies for Paraprofessionals Who Support Individuals with Disabilities* we respect these principles about you, the adult learner:

- You are capable and eager to learn new information.
- You have voluntarily given your consent to become a part of this training, and are spending valuable time and money in order to participate.
- You have a rich range of experiences. Therefore you learn best when new information is built upon your past knowledge and experiences. That's why we will do exercises to help you synthesize the old and new information together.
- You come to a new learning situation as a self-reliant learner who has a good idea of how you want and expect to learn.
- Your willingness to learn is based on a combination of outside forces (family, kids, job, etc.) and inside forces (your anxiety, excitement, fears, etc.). All these factors are going to affect your feelings about learning.

- You come into new learning with your own agenda. You know what you want to get out of the training.
- You have set aside time and reorganized priorities to make this learning part of your already-busy life.
- You expect and genuinely appreciate a facilitator or instructor who is well-informed and well-prepared.
- You need to get actively involved in the learning exercises to get the most out of this curriculum.
- You want to apply what you learn to your own situations. That's when it has real meaning for you.
- You need a safe, comfortable environment in which to learn.
- You want to establish networks with others who are also interested in paraprofessional skills.

Because of these facts about you, trainers will:

- Review and ask questions about what you know.
- Respect and view you as a resource.
- Create a comfortable environment.
- Expect you to take responsibility for your own learning.
- Plan opportunities to practice new skills during class.
- Give examples of how to apply information.
- Use a variety of types of instruction.
- Provide ways to evaluate training.
- Use alternate methods to help you understand.
- Give information in a logical sequence.
- Give time for you to share your experiences.
- Give you the chance to get know other paraprofessionals.

After the Training

You will leave this training with more information about paraprofessionals than you had when you started. It's important to remember that no matter how much knowledge you have about your job, the individuals you work with are your greatest trainers. Each one is unique and has his or her own interests and needs. The greatest responsibility you have is to listen to those interests and needs, remember what you have learned, ask what is needed, and use that information in your working relationship and responsibilities.

Therefore, use this training as a basis and build your skills from this point, drawing upon each setting and individual. Whether client, student, teacher, supervisor, principal, director, or superintendent, you will learn from each. With each setting and situation your confidence, ability, and skills will continue to grow. Remember, this training is only as good as the degree to which you use what you learn; seek assistance so you can "do what you know."

1

Chapter One

Transition from School to Adult Life

1 Introduction
1 Section 1 Transition
4 Section 2 The Transition Team
5 Summary
6 Questions to Ponder

Introduction

More than ever, school districts across the country are turning to paraprofessionals to help them meet the rising educational demands placed on educators and students. Consequently, paraprofessionals are facing new challenges and taking on more responsibilities. Long gone are the days of sitting in the back of the classroom monitoring student behavior and keeping records. Today's paraprofessionals are teaming up with educators and service providers to work directly with students both in and out of the classroom. (Pickett, 1993).

Nowhere is the role of the paraprofessional more important or visible than in the lives of students with disabilities who are planning their transition from school to adult life. To prepare for life after high school, many students are spending a considerable part of their school day in community settings. Through real-life, hands-on experiences students are gaining the skills they will need to live and work independently in their communities. The shift to community, experiential learning has created exciting opportunities for paraprofessionals to support students outside of the traditional school environment. This chapter will define and outline the transition process and illustrate the importance of individualized transition services for students with disabilities.

Upon completion of this chapter, you should be able to:

- Define and describe transition.
- Recognize and understand the five transition areas that must be addressed in the IEP of each student who receives special education services.
- Discuss why transition planning and services are important.
- List the individuals who must be present in a student's IEP/transition team.
- List the individuals who must be invited and who may be invited to participate on the IEP/transition team.

Section 1
Transition

What is Transition?

The Individuals with Disabilities Education Act (IDEA, PL 101-476) defines transition as:

> ...a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement

from school to post-school activities including:

- Post-secondary education.
- Vocational training.
- Integrated employment (including supported employment).
- Continuing and adult education.
- Adult services.
- Independent living (home living).
- Community participation.
- Recreation and leisure.

According to this federal definition, transition services must be based on the individual student's needs, taking into account the student's preferences and interests. Services may include instruction, community experience, and the development of employment and other post-school adult living objectives. When appropriate, services should also include help with the acquisition of daily living skills and functional vocational evaluation.

Minnesota law takes the federal law a step further, requiring that all students receiving special education services must have individually-based transition goals and objectives written into their Individualized Education Plan (IEP) by age fourteen. (See the sample IEP in Appendix A.)

Minnesota transition law states:

> ...students' needs and the special education instruction and services to be provided shall be agreed upon through the development of an individual education plan (IEP). The plan shall address the student's need to develop skills to live and work as independently as possible within the community. By grade nine or age fourteen, the plan must include a statement of the needed transition services, including a statement of the interagency responsibilities or linkages or both before secondary services are concluded.
>
> (Minnesota Statute 120.17)

For additional information, see the additional disability-related legislation located in Appendix B.

Which Transition Areas Must be Addressed?

There are five transition areas that must be assessed and included in the IEPs of all students who receive special education services aged fourteen and over in Minnesota. Individualized goals and related objectives are required for students in each of the following transition areas:

- **Community Participation:** Accessing community resources including people, places and activities in the community.
- **Home Living:** Developing necessary skills to live as independently as possible.

- **Recreation and Leisure:** Knowing about and experiencing social and free time activities.
- **Jobs and Job Training:** Developing employment skills.
- **Post-Secondary Training and Education:** Developing skills to access life-long learning opportunities

Why are Transition Services and Planning So Important?

Transition planning has traditionally been thought of as "how to prepare young people for the world of work." While job training and experiences are important, they are only one component in the transition process. Effective transition planning looks beyond just employment and takes a "whole life" approach. It is a future plan for life. By looking at all aspects of a person's life – where they will live, work, and socialize – students leave school better prepared to face the challenges of adult life. Successful transition planning identifies the individual needs of the person first and then designs a plan accordingly.

Here are some statistics to illustrate the importance and need for transition planning:

- Between 250,000 and 300,000 special education learners leave school annually. Many have needs for ongoing community services (U.S. Department of Education).
- Between 50–75% of adults with disabilities are unemployed. This is over eight times the rate of people without disabilities (U.S. Commission on Civil Rights).
- Only one in four of those adults with disabilities who work do so full-time, with under-employment remaining a problem (Harris Poll, 1986).
- Individuals with disabilities earn much less than individuals who don't have disabilities (Census Data, 1980).
- Thirty-eight percent of individuals with disabilities said they are under-educated and have no marketable skills (Harris Poll, 1986).

These statistics underscore the importance of transition planning for students with disabilities. It's imperative that students, with the support of their families, teachers, and other important people in their lives, take an active step to ensure that they leave school with the skills they need to lead satisfying and healthy adult lives.

Section 2
The Transition Team

Who is Involved in Transition Planning?

No one person, school, or agency is solely responsible for transition planning. Effective transition planning takes place through the collaborative efforts of many people who make up a transition planning team. This team includes the student, his or her family, school administrators, teachers, rehabilitation counselors, county case managers, community service providers, and other important people in a student's life. Paraprofessionals may also be asked to participate on a transition team which meets regularly and is responsible for seeing that all students who receive special education services, aged fourteen or older, have transition goals and objectives written into their IEPs.

Essential Members of an IEP/Transition Planning Team

The following individuals must be present:

- An administrator or administrative designee. The administrator may be the school principal or director of special education; an administrative designee may be a special educator authorized by the principal to commit district resources.
- The student's regular education teacher. An appropriate regular classroom teacher must be present even when the student has no regular education placement.
- A special education teacher holding the license of the student's primary disability.

The following individuals must be invited:

- The student must be invited to his or her IEP/transition planning meeting. Students should always be involved in their transition planning process and encouraged to attend their own meetings.
- One or both parents of the student must also be invited to any meeting where transition services will be discussed, and they must be informed that the purpose of the meeting is to discuss transition planning. The school must also tell the parents that the student is invited and identify other agency personnel who will be invited. In all cases it's the responsibility of the district to communicate with the parents in their primary language, including sign language.
- A member of the assessment team must be invited. This may be the student's teacher, a representative of the district, or

some other person who is knowledgeable about the assessment procedures used with the student.

The following individuals may be invited to attend, as appropriate:

- Paraprofessionals who work one-on-one with the student at school and/or in the community.
- Related service providers such as an occupational therapist, physical therapist, audiologist, psychologist, adaptive physical educator, doctor or nurse, rehabilitation counselor, or social worker.
- Representatives of non-school agencies such as a Division of Rehabilitation Services counselor, county case manager, health care provider, residential service provider, supported employment service provider, community leisure service provider, community education representative, or post-secondary education support service facilitator. Involving these individuals early will greatly improve the student's ability to successfully access adult services when they leave school and are no longer entitled to special education services.
- Other individuals at the discretion of the parents and student. For example, a parent or student may invite a person who is a member of the same minority or cultural background, or someone knowledgeable about a student's race, culture, or disabilities. A peer or friend may be able to relate to the student at a student level and support the student's goals. Parents and students need to be informed of their right to bring anyone they choose to the meeting.

Adapted with permission from *Making the Transition Team Work,* 1994, Minnesota Department of Education.

Summary

This chapter introduced you to the concepts of transition and transition planning. You have probably begun to think about your role as a paraprofessional in the transition process.

When you're working with students, it may be helpful to think of transition in terms of the five areas that need to be addressed in the IEP of every student who receives special education services. Viewing transition in terms of community participation, home living, recreation and leisure, jobs and job training, and post-secondary training and education underscores the importance and breadth of the transition process for your students.

Many facts and statistics illustrating the importance of providing quality transition planning and services are available. The transition process provides many opportunities for paraprofessionals to make an important positive impact.

Effective transition planning is best done through the collaborative efforts of a transition team. This team must always include the administrator or an administrator's designee, and the student's regular and special education teachers. The student, the student's parent(s) and a member of the student's assessment team must also be invited to participate but don't necessarily have to be present at team meetings. Many others, including paraprofessionals, may be invited when appropriate.

Questions to Ponder

- Spend some time thinking about your own transition from school to adult life. What parts of the transition process were most difficult for you?
- Were there times during your own transition when you may have benefited from the help of a teacher or paraprofessional?
- Think about the unique and important contribution you, as a paraprofessional, might make to the transition planning process.
- As a paraprofessional, you may not automatically be invited to participate on the IEP/transition planning team. Can you think of situations where it would be important to let the team know you would like to participate?

2

Chapter Two

Interagency Collaboration

7 **Introduction**
7 **Section 1 Interagency Collaboration**
13 **Summary**
14 **Questions to Ponder**

Introduction

Understanding and accessing the adult service provider system is one of the most confusing aspects of transition planning for students with disabilities. Adult service agencies provide a variety of employment, financial, independent living skills, housing, and recreation services to adults with disabilities. These agencies operate under different rules, regulations, and eligibility criteria than the special education system.

Upon completing this chapter, you should be able to:

- Appreciate the differences between the special education agencies and adult service agencies.
- Understand the importance of collaboration between and among these agencies and service providers in the planning process.
- Recognize adult community service agencies by name and be able to describe what they do.
- Begin thinking of ways to educate your students and their families about available service agencies and options.
- Begin to think of ways to encourage collaboration between agencies, students, parents, teachers, and paraprofessionals.

Section 1

Interagency Collaboration

Special Education System vs. Adult Service System

The following chart illustrates some of the main differences between the school and adult service delivery systems.

Special Education	Adult System
Services are required for all individuals identified as having a disability.	Services are not required; having a disability does not guarantee services.
No waiting lists allowed.	Long waiting lists may exist.
Individually based services; narrow eligibility criteria and school services may exist.	One provider delivers all services.
Some services may not be available.	Many agencies may deliver services to a single student.

Adapted with permission from *Colorado Transition Manual.* 1993. Colorado Department of Education.

As one can see from the chart, adult service representatives must be involved in transition planning to ensure that students receive services. Non-school agencies, community resources and other service providers (e.g., vocational rehabilitation counselor, county case manager, employers) should be invited to participate in transition planning at least two years before the student is ready to graduate. Schools must provide students and their families with information on post-school options and resources. This information will allow them make informed decisions regarding who should be involved in their transition planning.

Strategies for Building Interagency Partnerships

School staff have a responsibility to build effective partnerships between schools and non-school agencies and resources. The following is a partial list of activities that will help to create and maintain a collaborative environment:

- School staff should invite other community services and agencies, as appropriate, to participate in individualized transition planning.
- School staff and other community services and agencies should develop procedures to define roles, coordinate services and negotiate services and supports.
- School staff should learn the eligibility criteria, referral procedures, and structures of various agencies.
- School staff should share relevant information about transition planning needs with other community services and agencies.
- School staff should participate in cooperative training with other community services and agencies.
- School staff should participate on a local transition planning committees with other agencies and services.
- School staff should establish interagency agreements with other agencies and services regarding program purpose, cooperation in attending planning meetings, and commitments to deliver services.
- School staff should participate in community awareness activities regarding transition services.

Adapted from Wehman, P. *Life Beyond the Classroom – Transition Strategies for Young People with Disabilities*. 1992. Baltimore, MD: Paul H. Brookes Publishing.

Community Service Agencies

It will be useful to become familiar with service agencies in your area that may potentially be involved in your students' transition process. The following section highlights several agencies and outlines their responsibilities.

Division of Rehabilitation Services (DRS)

An individual may be able to get vocational rehabilitation services if he or she has a disability that makes it hard to get training or find a job. To find out if an individual is eligible for services, a DRS counselor will look at medical and school records. The individual and his or her DRS counselor will then identify the person's assets and limitations and what support is needed. As part of the individual's transition plan, an Individualized Written Rehabilitation Plan (IWRP) will be developed. DRS provides many services, some of which include:

- Assessment to determine individual needs.
- Guidance in choosing, preparing for, and finding suitable employment.
- Individual vocational counseling during rehabilitation and on the job.
- Assistive technology to increase an individual's ability to work, such as adapted equipment or work site modifications.
- Vocational training after high school to prepare for employment – this may include tuition, fees, books and supplies for education in a college, university, trade school, or on-the-job training.
- Assistance with added costs incurred because of a rehabilitation plan.
- Job placement assistance.
- Job-related tools and licenses for individuals who are ready to go to work.

Centers for Independent Living (CIL)

Independent living is often overlooked in the transition planning process; however, all students need to know how to access support for future living arrangements. Centers for Independent Living can assist students in identifying individual goals in a wide variety of areas: socialization, housing, attendant management, financial management, transportation, sexuality, food preparation, community resources, recreation and leisure activities, health care, peer support, employment and educational opportunities, safety, self-advocacy, individual rights, and time management. The team needs to get information about these resources early in the transition planning process.

State Services for the Blind and Visually Handicapped (SSB)

If an individual has a visual impairment, with or without additional physical or mental disabilities, the Minnesota State Services for the Blind and Visually Handicapped (SSB) can offer assistance in transition planning. An SSB counselor can be part of a student's transition planning team, and can assist in creating a transition plan. Some of the services available from SSB include:

- Adjustment to blindness, including orientation and mobility training and rehabilitation counseling.
- Low vision services.
- Counseling.
- Assistance in finding and keeping a job.
- Tools and supplies needed to reach goals.
- Telecommunication and sensory aids.
- Vocational training.

County Social Services

County social services play a crucial role in assisting individuals in meeting a variety of essential daily needs, such as housing, employment, financial support, health care, and transportation. County case managers are the key to accessing these services and supports. The case manager can determine eligibility for services, help identify which services are needed, seek out appropriate services, and coordinate service delivery. Direction for the case manager's involvement comes from a person's Individual Service Plan (ISP). County social services are available in the categories of developmental disabilities, mental health, hearing impairments, and general assistance. Some of the services that may be provided by county social services include:

- Case management to individuals eligible to receive services such as Intermediate Care Facilities for people with mental retardation (ICF/MR), home and community-based services, semi-independent living services, day training and habilitation services, employment services and support, and mental health services.
- General relief programs, which provide financial assistance to people who need support and are temporarily disabled, and who can't qualify under the Supplemental Security Income Program (SSI) of the Social Security Administration.
- Medical assistance program which seeks to provide medical assistance to individuals without health insurance and who qualify for state-funded assistance.
- The food stamp program for people qualifying under income, living arrangement, and maximum resources requirements.

Private Industry Council – Job Training Partnership Act

The Private Industry Council is a local committee that helps govern the implementation of the Job Training Partnership Act (JTPA). The JTPA is a program to enlist employers as partners in vocational training programs; the program can include both work experience and on-the-job training. Activities that occur during transition planning for eligible individuals may include:

- On-the-job training conducted in the work environment to assist the trainee to learn a specific occupation through demonstration and practice.
- Customized training, which often includes classroom education as well as on-the-job training, designed to meet the individual's needs.
- Job search assistance in a small group setting, which could include working on interviewing techniques, resume preparation, uncovering job leads and instruction regarding keeping a job.

Rehabilitation Facilities and Day Training and Habilitation Centers

Both of these types of services require referral from another agency, usually the Division of Rehabilitation Services, State Services for the Blind, or County Social Services. Activities that occur during transition planning for eligible individuals may include:

- Vocational evaluation and counseling.
- Training in daily living, work, and personal or social skills.
- Adult basic education.
- Job placement and follow-up.

Employers

Employers can assist during the transition planning process by:

- Providing information on a student's work habits and skill levels (if the student is working) or information for a student and family on the skills needed for certain kinds of work.
- Offering job sites for training or placement and becoming integrally involved in a student's learning.
- Offering their expertise at "career days" and as guest speakers.
- Encouraging other employers to hire and train students with disabilities.

Advocacy Services

Advocacy services may be available from a number of sources, such as PACER (Parent Advocacy Coalition for Educational Rights), local Arcs (formerly the Association for Retarded Citizens), LDM (Learning Disabilities of Minnesota), the Centers for Independent Living, or the Minnesota Disability Law Center (Legal Advocacy). Services may include:

- Providing advocates for people with disabilities.
- Involvement with legislation affecting people with disabilities.
- Information and referral regarding potential services.
- Investigation and intervention.
- Legislative support for lawyers who have clients with disabilities.

Post-Secondary Schools

Post-secondary education can be pursued in public and private colleges, universities, community colleges, technical colleges, and business and trade schools. Most post-secondary schools have staff specifically assigned to counsel students with disabilities. Some schools work closely with high schools to provide training during the final years of high school. During the transition planning process, post-secondary support staff can provide information on survival skills, the application process, and support services offered by the institution.

Community Members

Students are first and foremost members of their communities – the places where they work and live, and the people that they know and care about. Therefore, the involvement of community members in the transition process is natural and logical. Communities should be supported in learning about the needs of their citizens with disabilities, and then be expected to include citizens with disabilities in community services, transportation, economic development, housing, recreation and leisure activities, clubs, organizations, etc. People from places of worship, social security, community education, and local councils can be recruited to be part of IEP teams.

Supplemental Security Income (SSI)

SSI is a federally-funded program for U.S. citizens who have disabilities or blindness. To be considered a "disability", the condition must keep the person from "substantial, gainful employment". Generally, any income earned from work amounting to over five hundred dollars a month is considered "substantial, gainful employment" and SSI eligibility monies may be affected, although there are exclusions that can be made that enhance an individual's actual monthly amount. It's important to add that not all income and/or resources are used in determining eligibility. One should apply for SSI one month prior to his or her eighteenth birthday. An individual should work with a representative from Social Security to determine specific benefits. Incentives are available for those who go to work. If a person qualifies for SSI, he or she automatically qualifies for Medical Assistance.

Minnesota Supplemental Aid (MSA)

MSA provides additional financial assistance if SSI and/or employment do not meet living expenses. Eligibility is determined by low income and resources, and monthly benefits differ according to individual need. Applications for MSA can be made at a county department of human services or welfare offices. One should note that if a person qualifies for MSA, he or she automatically qualifies for Medical Assistance.

Social Security Disability Insurance (SSDI)

SSDI is also a federally funded financial assistance program falling under the auspices of the Social Security Administration. To qualify for this program, a person must have worked for a period of time before becoming disabled. A person can also be eligible for SSDI if his or her parents receive Social Security benefits or if the parents have applied for benefits. The death of a parent may also make an individual eligible to receive SSDI. The monthly benefit amount is determined by the wages earned prior to becoming disabled or the earnings made by the parents.

Other Resources

A number of other resources exist that may be useful in the IEP/transition planning process. For example, a representative from the Social Security office can provide information regarding rules and regulations for people with disabilities and application forms. Mental health centers can provide evaluations and support through therapy, counseling, and consultation. The State Job Service offices provide job listings and can help with making applications and employer contacts. An array of health services such as family planning, nutrition, personal health care, prenatal care, and assistance with ongoing health issues can be provided by public health nurses or other health care providers. Depending on the individual student, representatives from these agencies may be included on the IEP/transition planning team.

Adapted with permission from *Making the Transition Team Work*. 1994. Minnesota Department of Education.

Summary

This chapter stresses the importance of understanding and appreciating the many differences between the ways one accesses the adult services system as opposed to the special education system. It's important to include representatives from the adult service system in the transition planning process. These representatives should be invited to participate at least two years before a student is scheduled to graduate.

The success of the transition process can often depend on the ability to build effective partnerships between schools and nonschool agencies and resources. Paraprofessionals are encouraged to become familiar with the range of community service agencies and other resources that may be in a position to help a student make a smooth and successful transition from the school environment. After becoming familiar with the adult service system it's important to find creative ways to bring teachers, students, parents, and paraprofessionals together with adult service providers to participate in the planning process.

Questions to Ponder

- Are some of the agencies that were outlined in this chapter unfamiliar to you? What are some ways that you could educate yourself about available services in your area?
- What strategies have you used or seen used to build interagency partnerships? What worked well? What could have been done differently?
- Why is it important to build linkages with adult services when assisting a student with his or her transition preparation?

Chapter Three

3

Roles & Responsibilities of Paraprofessionals

15 **Introduction**
15 **Section 1 Roles & Responsibilities**
18 **Summary**
18 **Questions to Ponder**

Introduction

Paraprofessionals' roles vary greatly depending on the students and professionals with whom they work, as well as the environments in which their responsibilities are carried out. A paraprofessional in a vocational program, for example, will likely spend most of the day with students in community work sites. Paraprofessionals who stay in school all day are much more involved with teachers and students in the classroom. Regardless of their roles, paraprofessionals enhance the learning process for students by creating more time and flexibility for teachers to plan and implement instruction. In addition to supporting teachers, paraprofessionals play an important role with students – offering one-on-one attention that regular and special educators may not be able to provide. (Pickett, 1993.)

Upon completing this chapter, you will be able to:

- Develop an appreciation for the many different roles that paraprofessionals can play in the transition process.
- Become familiar with the ethical responsibilities associated with paraprofessional work in transition.
- Recognize situations involving ethical issues and know how to solve or get help with ethical dilemmas.
- Understand the concept of confidentiality and its limits.

Section 1

Roles & Responsibilities

As representatives of a school district, paraprofessionals are expected to uphold certain professional and ethical standards. Most importantly, paraprofessionals must respect the human rights of the students, families and colleagues with whom they work. Maintaining confidentiality regarding the personal matters of students and families is of utmost importance. Paraprofessionals should become familiar with their school's policies and procedures regarding students' rights to privacy. It's important to note, however, that if a student's safety or well-being is in jeopardy, that information should be reported to the school professional who has ultimate responsibility for that student. (Pickett, 1993.)

Strategies for Paraprofessional Participation on the Transition Team

The following list represents some of the ways that paraprofessionals can participate in the transition planning process and roles that they may play on the transition team.

- Consult regularly with teachers about student performance during community and vocational training.
- Participate in IEP and transition planning meetings for individual students.
- Instruct and supervise individual and small groups of students in classrooms, community learning environments, and work sites.
- Use effective social, communication and problem solving skills to help students learn self-confidence, self-reliance and achieve as much autonomy as possible.
- Use appropriate instructional strategies to help students learn skills required to live and work in the community.
- Collaborate with IEP team members when writing transition goals.
- Analyze tasks and develop teaching sequences.
- Use functional assessment instruments (checklists, duration/frequency charts, etc.)
- Collect and record data about student performance.
- Maintain records required by the district or employers.
- Implement behavior management strategies established for individual students.
- Provide parents and other caregivers with information and assistance they can use to gain access to resources and support services for their child.
- Serve as a link between the school and work sites or other community settings.

Strategies for Maintaining Professionalism and Fulfilling Ethical Responsibilities

The following section provides some guidelines for considering confidentiality and other ethical issues and responsibilities.

- Maintain confidentiality about all personal information and educational records concerning students and their families.
- Respect the legal and human rights of children, youth and their families.
- Follow district policies for protecting the health, safety and well-being of students.
- Demonstrate an understanding of the distinctions in the roles of various education personnel.
- Follow the directions of teachers and other supervisors.
- Maintain a record of regular attendance, arrive and depart at specified times, and notify appropriate personnel when absent.

- Demonstrate loyalty, dependability, integrity, and respect for individual differences and other standards of ethical conduct.
- Follow the established chain of command for various administrative procedures.
- Demonstrate a willingness to learn new skills and participate in continuing education provided by the district.

Common Questions About Confidentiality

Paraprofessionals often have questions about maintaining confidentiality when working with students and their families. Here are some answers to some commonly asked questions:

- Why must confidentiality be maintained?
  Federal laws, state regulations, and local policies require it.
- Who may have access to written or oral information about students or their families?
  Only personnel responsible for the design, preparation, and delivery of education and related services; and/or personnel with responsibility for protecting the health, safety and welfare of a child or youth.
- Who should not have access to information about the performance level, behavior, program goals and objectives or progress of a child or youth?
  Personnel and others who aren't responsible for planning or providing services to students or their families.
- What information do students and their families have the right to expect will be kept confidential?
  The results of formal and informal assessments
  Social and behavioral actions
  Performance levels and progress
  Program goals and objectives
  All information about family relationships and other personal matters

Confidentiality Case Study

The following scenario is offered as a typical situation that you may encounter as a paraprofessional. As you read about the case, think about how you might handle this situation:

> You have recently been hired by Lincoln School as a para-educator. Before starting work you were told by your supervisor that you're required to maintain confidentiality about the lives and records of the students you work with. On your first day on the job you walk in to the teachers' lounge where you meet Ms. Carlson, who has been teaching at Lincoln for thirty-five years. Over the years she has come to know many of the families in the area and has developed opinions, which she frequently shares with others, about their lifestyles and the ways they raise their children. She believes that if some students are

"troublemakers" and "not too bright," their brothers and sisters will be as well.

This year Ms. Carlson has Elmer in her class and he's behaving exactly like his older brother Tyler did two years ago when she had him as a student. Ms. Carlson begins to talk about Elmer and all the things he did that day to disrupt the classroom.

Elmer and Tyler have a younger sister, Lizzy, who is in your class. You're fond of Lizzy and think she's doing well in school. Ms. Carlson keeps asking you about Lizzy, but you're concerned about both her openness in talking about Elmer and Tyler as well as her questions about Lizzy. You tell her that Lizzy's doing just fine, but she doesn't seem to believe you.

Scenario adapted with permission from Pickett, A.L., Faison, K., Formanek, J., & Woods, J. (1993). *A Core Curriculum and Training Program to Prepare Paraeducators to Work in Transitional Services and Supported Employment Programs*. The National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate School, and University Center. City University of New York.

Summary

This chapter touched on some of the many and varied roles and responsibilities of paraprofessionals working with student's in transition. It's important to continue thinking about the many ways that your participation can be helpful to your students' transition teams.

As a paraprofessional and service provider, you should be aware of your ethical responsibilities to your students and their families. Confidentiality is often one of your most important responsibilities. As you move forward, it will be useful to continue thinking about confidentiality in terms of its importance, the extent to which your students are entitled to it, and its limits.

Questions to Ponder

- As an individual working in a school or community service agency, what is your role regarding confidentiality?
- What resources should you access if you question your role in a confidential situation?

4

Chapter Four

Communication & Problem Solving

19 **Introduction**
19 **Section 1 Effective Communication**
22 **Section 2 Solving Problems**
25 **Summary**
26 **Questions to Ponder**

Introduction

Whether or not paraprofessionals are actively participating in a student's IEP meetings, they're always an important part of the transition planning team. Because they work closely with students and professionals in a variety of settings – regular and special education classrooms, work sites, community agencies, and students' homes – paraprofessionals provide a critical "communications link" among the various individuals in a student's life.

Paraprofessionals are sometimes confronted with problems that involve conflict or disagreement with others. Using good communication skills can often prevent problems form arising. But, when problems do arise, it's sometimes helpful to have some formalized techniques available to guide yourself to a reasonable and effective solution.

Upon completing this chapter, you will be able to:

- Become familiar with what it means to have an assertive communication style as opposed to a passive or aggressive communication style.
- Develop an awareness of your own social skills and communication style.
- Become familiar with some of the elements that foster clear communication between teachers and paraprofessionals.
- Become familiar with a formalized problem-solving technique.
- Begin utilizing problem solving techniques in approaching real-life situations.

Section 1

Effective Communication

While out in the community, paraprofessionals are the "front-line" representatives of the school as they work with students on developing employment and independent living skills (Pickett, 1993). Having such a visible job requires that they learn and practice the skills necessary to be effective communicators. The following are examples of three commonly used communication styles.

Passive Communication

- **Definition:** allowing others to treat you, your thoughts and feelings in whatever way they want, without your expression.
- **Characteristics:** avoiding problems, letting others take advantage of you, becoming angry.
- **Results:** feeling powerless, wasting time.

Aggressive Communication

- **Definition:** Standing up for what you want, regardless of the rights and feelings of others.
- **Characteristics:** Attacking people rather than problems; letting anger get out of control; demanding not requesting.
- **Results:** Temporary satisfaction; offending others; fear and avoidance by other people.

Assertive Communication

- **Definition:** Standing up for personal rights and expressing thoughts feeling and beliefs in direct, honest, and appropriate ways which respect the rights of other people.
- **Characteristics:** Focusing on the problem; establishing good working relationships; dealing appropriately with anger; expressing feelings.
- **Results:** Solving problems, receiving respect from others, feeling good about yourself.

Adapted with permission from *A Trainer's Manual for the Students in Transition Planning Project*. 1987. PACER Center, Inc., Minneapolis, MN.

Paraprofessional Communication and Social Skills Inventory

This isn't a test: this is a tool you can use to rate your ability to communicate/interact with co-workers, students, parents, and other people you come into contact with on-the-job. It's designed to help you assess your social skills, your ability to express your feelings, and to help you identify skills you would like to improve. Circle the number to the right of each item that best describes how well you use a specific skill. When you have completed the inventory, review the various skills and think about those you feel are important to the way you perform your job. Choose three that you would like to improve and make a list of ways you can change these behaviors.

1 *Very poorly*
2 *Not very well*
3 *Average*
4 *Very well*
5 *Extremely well*

1	Active listening	1	2	3	4	5
2	Starting a conversation	1	2	3	4	5
3	Asking for a favor	1	2	3	4	5
4	Giving a compliment	1	2	3	4	5
5	Accepting a compliment	1	2	3	4	5

6	Accepting criticism	1	2	3	4	5
7	Giving criticism	1	2	3	4	5
8	Apologizing	1	2	3	4	5
9	Giving instructions	1	2	3	4	5
10	Following instructions	1	2	3	4	5
11	Expressing your feelings	1	2	3	4	5
12	Handling anger	1	2	3	4	5
13	Dealing with conflict	1	2	3	4	5
14	Problem solving	1	2	3	4	5
15	Standing up for your rights	1	2	3	4	5
16	Stating what you want	1	2	3	4	5
17	Stating an unpopular opinion	1	2	3	4	5
18	Saying "no"	1	2	3	4	5
19	Having a positive attitude	1	2	3	4	5
20	Asking questions	1	2	3	4	5
21	Completing tasks	1	2	3	4	5
22	Dealing with resistance	1	2	3	4	5

Adapted with permission from *A Teacher Self Assessment Inventory*, developed by Linda Thurston, Associate Professor Special Education, College of Education, Kansas State University, Manhattan, Kansas.

Strategies for Communicating with Teachers

There are a number of elements that must be present in any situation to ensure clear channels of communication. Some are commonplace and things we take for granted. If the members of the team aren't careful and don't pay attention, positive communication can be inhibited. For example:

- The attitudes and feelings of both teachers and paraprofessionals need to be known, respected and understood. They need to deal openly with their attitudes and feelings toward their roles and duties, their attitudes toward students with whom they work, their attitudes toward instructional styles and management and their attitudes toward the value of the other person's contributions. When feelings aren't shared and openly communicated, the nature of the relationship won't grow and the team will be less effective.
- An understanding of the similarities and differences among the people involved in the team must be recognized and understood. They may include different points of view about educational strategies, different values, different cultural and religious heritage, different levels of education and experience and other factors that can affect the working relationship.

- Teachers, paraprofessionals, and other education personnel should actively seek to develop and share a common vocabulary.
- Teachers must make sure that their directions and expectations are clearly understood and that paraprofessionals have the information and skills they require to perform their assigned tasks.
- Paraprofessionals must be willing to ask for clarification or assistance if an assignment isn't understood.
- Teachers should determine what special interests, talents, and training the paraprofessionals have that will complement and enhance their own skills and improve the delivery of education services to children and youth.
- The team must actively work to create a climate of cooperation, trust, respect, and loyalty by meeting regularly to discuss procedures and techniques that will establish and maintain open channels of communication.

Adapted with permission from *A Training Program for Paraprofessionals Working in Special Education and Related Services* (2nd edition, 1990). Center for Advanced Study in Education, Graduate School, City University of New York.

Section 2

Solving Problems

Many times, because of the pressures of other duties, education teams may ignore or postpone dealing with a problem that involves disagreements or conflicts with adults with whom they work. This may often accentuate the differences among individuals involved in planning and implementing education and related services. It's necessary for the people involved to decide on a course of action. Finding mutually acceptable solutions isn't always easy, and the responsibility for developing effective procedures for alleviating problems are likely to be left to the teachers and paraprofessionals with little outside assistance or support.

A Problem Solving Technique

The following are a series of steps that can be used by teachers and paraprofessionals to improve their ability to work together and with students, parents and others. While this approach to problem solving is based on people working together to achieve consensus, there are often times when it's necessary for teachers and other supervisors to make decisions that paraprofessionals may not always fully appreciate. However, by maintaining open lines of communication and mutual trust these problems should be few and far between.

Step One – Identify and Describe the Problem

A situation must be clearly understood if concerns and issues will lead to a satisfactory solution. Everyone involved in a situation or participating in planning efforts should describe the problem in their own words and from their own point of view. This may be done by asking and answering these questions: What is the problem? Who is involved? Who is affected? How are they affected?

Step Two – Define and Determine the Cause of the Problem

It isn't enough to identify the problem: it's essential to determine what has created the problem and causes it to persist. For example, the problem may be caused by "outside conditions" (contractual agreements, a lack of financial resources) that an instructional team may have little ability to change, or it may have its roots in a lack of understanding of the distinction between the roles and duties of teachers and paraprofessionals. Other factors that may influence how a problem is defined may include differences in values and attitudes, age, work experience, education, cultural heritage, or religious beliefs. Still other concerns may be connected with the move to restructure education systems and procedures, efforts to provide education services in community and learning environments, and the need to involve parents and other caregivers in all aspects of their child's education. It's important that the real problem be separated from surface events and that areas of agreement and disagreement be identified.

Step Three – Decide on a Goal and Identify Alternative Solutions

Only once the problem has been identified can strategies be developed. The primary question that needs to be asked and answered is "what do we want to achieve and how can we go about achieving it?" By working together and brainstorming a list of alternative solutions to the problem, the team members will have several options that will enable them to choose a course of action with which they can all live. It will also enable them to determine what additional information, physical or human resources, skills or knowledge they will need to carry out the solution and whether or not these resources are essential to achieving the goal.

Step Four – Select and Implement a Course of Action

To make a decision about which course of action will be tried, the participants should decide which solution is most likely to get the desired results. Agreeing on a solution isn't enough. The participants must try it out and test it to see if it will work. They must also give it enough time to see if the solution will work since behaviors and new skills can't be changed overnight. The goal isn't necessarily to agree on a final course of action or agree on a point of view, but to find a common ground which everyone is willing to accept. Acceptance does not equal agreement.

Step Five – Evaluate the Results

Has the problem been resolved? Is there progress? If not – why? Should we try another one of the alternatives? Should we ask for assistance from other sources? All of these are questions that will need to be addressed in order to assess the effectiveness of the process.

Additional Problem Solving Strategies

1 **Define:**

- The problem as one person sees it.
- The problem as the other person sees it.
- Develop a common or shared definition.

2 **Ask:**

- Who is involved.
- How are they involved.
- What behaviors or attitudes of the different individuals need to be changed.

3 **List:**

- Areas of mutual agreement concerning problems.
- Areas of disagreement.
- The barriers to finding a solution.

4 **Develop:**

- Desired goals.
- Solutions by brainstorming various ideas.
- A list of resources, information, or assistance that will help you achieve the goal.

5 **Implement:**

- The solution for a specific time period and evaluate the effectiveness of the solution.
- If necessary, select and implement another alternative.

Problem Solving Scenarios

During all phases of transitional and vocational training, paraprofessionals and the students with whom they work will come into contact with many people including employers, co-workers, clerks in stores, bus drivers, members of the general public, representatives of human services agencies that provide forms of support and assistance. Review the following scenarios and develop one or more strategies you might use to prepare the student to cope with the situation. Be prepared to discuss your ideas with the other members of the class.

1 You're training Jerry to recognize and follow traffic signals. A jaywalker crosses the street against the light and Jerry tries to cross with her. When you take Jerry's arm, he begins to yell at you and then refuses to cross when the light changes. What will you do?

2 John works for a catering company serving a major airline. You trained him to set up the meal trays for the coach class seats and faded your assistance several weeks ago. Yesterday the teacher received a call from John's supervisor. John had been transferred to doing the trays for the first class section which required him to fill small salt and pepper shakers and place them on each tray rather than wrap individual packets in a napkin. Filling the shakers was difficult for John – so he substituted the packets. The supervisor tried several ways to help John fill the shakers and do the job properly. Finally, John threw several shakers on the floor and stormed out. The supervisor says they need someone for the job who is flexible and can be assigned to different tasks at a moment's notice and John does not seem to be able to do this. What can you and the teacher do to assist John and the supervisor?

3 You're teaching Joanne to use an automatic teller machine (ATM). She keeps punching in the wrong access code and starts to pound on the machine when she does not receive the money. There are three or four people in line behind her. The bank manager approaches you, says Joanne is annoying the customers, and asks you to use another branch. What strategies would you use to assist Joanne and to help other people understand the situation?

Adapted with permission from Pickett, A.L., et al. (1993). *A Core Curriculum and Training Program to Prepare Paraeducators to Work in Transitional Services and Supported Employment Programs.* The National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate School, and University Center. City University of New York.

Summary

This chapter gave you a framework for evaluating your communication style and some strategies for communicating with teachers. The chapter also presented some formalized approaches to solving problems that you may encounter as a paraprofessional. Problems can often be prevented by utilizing good communication skills. If problems do develop, it might be helpful to develop a solution using an approach like the ones presented in this chapter. Remember, one of the keys to many problem-solving strategies is to break the process into small, manageable steps and then to proceed in an organized fashion.

Questions to Ponder

- Can you think of a situation in your life when it might have been helpful to step back from a problem and employ a formalized problem solving strategy? How would the solution have been different?
- Many of us find it difficult to look at our own communication styles objectively and non-defensively. What was it like to use the Communication and Social Skills Inventory in this chapter to evaluate your own skills? Do you think you might respond to the items in the inventory differently depending on the situation or with whom you were communicating?
- Effective communication involves active participation from both people involved. Are you comfortable asking for clarification from a teacher or other team member when you don't understand what is being said?

5

Chapter Five

Assessment

27 Introduction
27 Section 1 Assessment
29 Section 2 Observing & Recording Data
31 Section 3 Setting Transition Goals & Objectives
34 Summary
34 Questions to Ponder

Introduction

Before a transition team can set transition goals with a student, information about the student must be gathered and analyzed. The process of collecting, analyzing, and interpreting information related to the student is called *assessment*. As part of the assessment process, a paraprofessional may be called upon to observe the student as he or she interacts with the environment and learns new skills. In order to make full use of the observational data, objective and accurate records must be kept. Using the information from the observation and assessment, the transition team is better able to develop transition goals that are appropriate to the student's needs.

Upon completing this chapter, you will be able to:

- Become familiar with the different methods of assessment discussed in the chapter: standardized testing, behavioral checklists, and functional assessments.
- Understand what is meant by "objective observation".
- Report behaviors in a manner that is both observable and measurable.
- Be familiar with ways that observations are recorded.
- Understand the distinction between goals and objectives.
- Be familiar with developing objectives that include the three components of behavior, criteria, and conditions.

Section 1

Assessment

Assessment is the process of collecting and interpreting information relating to a student with a disability. The purpose of assessment is to determine the student's present skill level. This provides a basis on which new learning experiences can be planned. Usually, before a student is assigned to a particular program or classroom, a thorough assessment has been carried out. This will have included a comprehensive look at the student's physical, cognitive, social, emotional, and linguistic development and a determination of his or her strengths in each area. Traditionally, teachers and other professional staff have been responsible for conducting some of the assessment activities. Paraprofessionals are often asked to help identify the student's functional capabilities by observing and recording information. It's important to remember that many times the people with the most relevant and important information are those who spend a large amount of time with the student. Parents, relatives, and peers can contribute valuable information which can also be considered assessment data. Direct conversations with and observations of the student can also yield valuable insights.

Three Ways to Carry out Assessment

Assessment can be done in a variety of ways. Standardized testing and behavioral checklists are two types of assessment that require special instruments to perform. Each of these is discussed below. However, observations of how students use specific skills to manage their environment are an important part of the assessment process as well.

Standardized Testing

Standardized tests are always given in the same way – using the same instructions and the same material – and scored using the same method every time, one which is based on the scoring of tests administered to a broad range of people, and for which an "average" score or a "norm" has been established.

Standardized tests compare how well an individual student performs a given task in comparison to the way in which many other students of the same age have performed the same task. In order for standardized tests to be useful and fair, the group of people to whom the individual is being compared must reflect the cultural and ethnic background of the student being evaluated. Each school may use its own battery of tests and assessment tools depending on what it finds most useful or valid. There is no consistency across all schools.

Behavioral Checklists

Behavioral checklists categorize and list specific behaviors, usually in specific developmental areas such as fine motor, cognitive, language, gross motor, etc. Usually, specific behaviors are also listed in the sequence in which they occur in a "typical" developmental pattern. The person using the checklist simply checks off whether or not the student is able to perform that specific type of behavior. The checklist can be helpful in formally evaluating specific skills in the classroom or other areas. They can also be used informally to indicate strengths and possible areas where assistance is needed.

Functional Assessment

While both standardized tests and behavioral checklists will probably remain as an integral part of the assessment data that is gathered for each student with disabilities, the most important assessments are usually done informally and relate to the functional skills of the individual. Almost of us would have a difficult time if it were necessary for us to meet the criteria of a specific test battery in order to get on with our lives. For example, what if scuba diving, glider flying, bowling with an average score of 200, and mountain climbing were set as the criteria for any of us to go to our next life goal? This is a silly question, of course, but it has some relevance when one thinks of all the assessments that may be carried out on students with disabilities. (See the Transition Assessment Guide in Appendix C.) With functional assessments, the student, the parent, a relative, or a friend often have the most valid information and their insights should be included. This can be done with informal surveys or checklists.

Adapted with permission from Pickett, A.L., et al. (1993). *A Core Curriculum and Training Program to Prepare Paraeducators to Work in Transitional Services and Supported Employment Programs.* The National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate School, and University Center. City University of New York.

Section 2

Observing & Recording Data

Acquiring and using objective skills of observation and data-keeping are important to all education paraprofessionals, no matter whether they work as instructional assistants, transition trainers, or job coaches. Much of the information required to let the team know whether or not students are gaining new skills is acquired by careful observation and good record keeping. In addition, observation will keep the team posted on whether or not the students are learning and using the functional skills necessary to let them achieve the objectives and long-term goals that are outlined in the IEP or ITP.

Through observation we can learn what the students can do, what they like or dislike, how they behave under various circumstances, and how they interact with people around them. There are two points to remember when making observations: a behavior must be both *observable* and *measurable.* In other words, we must be able to see or hear a behavior, and we must be able to count or time how often it occurs.

For example, an observation that says, "Frank hit John on the arm twice within five minutes," fulfills both of these points. The observer saw Frank hit John, and counted the hits as they happened. An observation that says, "Annie was being her usual schizophrenic self this morning," fails both points. "Her usual schizophrenic self" really tells us nothing about Annie. It is, instead, a judgment call made by the observer and gives no information. It doesn't tell us what the observer saw and, since we don't have that information, there's nothing to count – and, therefore, we have nothing to build on when planning personalized instructional interventions.

Recording Your Observations

There are several ways to record your observations.

- **Checklists:** These may be in the form of standardized checklists which include specific skills and behaviors based on developmental levels, or a list of behaviors compiled by a teacher. When paraprofessionals work with a checklist, they simply watch the student and record whether or not she or he is doing the behavior described.
- **Anecdotal Records:** These usually consist of a sentence or two written in a notebook that describe what the student is doing at a specific moment. When making an anecdotal record, only behaviors that can be seen or heard and behaviors that can be counted should be recorded.
- **Interviewing:** This is a specific kind of record keeping, one in which the team is trying to determine what the student likes or dislikes, his or her interests or other feelings or beliefs that can't be observed. When interviewing, it's extremely important to record precisely what the student says. There's no room for editorializing with this kind of record. Interviewing parents and caregivers is also very important.
- **Frequency or Duration Notes:** Sometimes, the information that is to be collected refers to how often or for how long a behavior is occurring. For example, the team may want to know how many times a student talked to or communicated with his or her playmates or how often a student initiated a conversation with co-workers. For this kind of record keeping, paraprofessionals will count the frequency of the behavior occurring and observe how long some behaviors last. For example, a transition facilitator might watch to see how long a student in supported employment works without supervision, or how well the student follows instruction.

Adapted with permission from Pickett, A.L., et al. (1993). *A Core Curriculum and Training Program to Prepare Paraeducators to Work in Transitional Services and Supported Employment Programs.* The National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate School, and University Center. City University of New York.

Section 3

Setting Transition Goals & Objectives

When the individual, family and education team develop an IEP together, there are key questions to ask that will enable the establishment of goals and objectives that will facilitate the student's integration and participation in community settings. The team should be sure that they can answer the questions before they start planning. The questions include:

- What are the student's ultimate goals?
- Will the skills that we propose to teach help this student to achieve his or her goals?
- Are the skills to be taught practical and functional? If the student does not learn a skill, will someone else need to perform the task for him or her or provide assistance?
- Will learning the skills enhance the life of the student and enable the student to enjoy life more?
- Although we may want to teach many skills, time is a factor. Which of those proposed are of highest priority for the student?

Appropriate Goals

Future Adult Goals

Future adult goals are statements that describe a student's future goals in the five transition areas:

- Home living.
- Leisure and recreation.
- Community participation.
- Post-secondary training and learning.
- Jobs and job training.

These goals are based on a student's interests and skills and are gradually more refined as a student nears graduation. They provide the direction for annual goals and objectives.

Annual Goals

Annual goals need to be stated in such a way that anyone who reads them knows exactly what is meant. For example, an annual goal for an adolescent may be, "Juan will increase his stamina on his gardening job from five hours a week to twenty hours by May 1, 1997." The goal is clear and describes precisely where Juan wants to be in the future.

Objectives

Each goal carries a series of objectives to accomplish. Some of them may include skills that the student needs to learn in order to attain the goal. Some of them may be activities that staff or family need to carry out so that the individual may reach the goal. An example would be arranging transportation so that a student can physically get to the desired places. Instructional objectives are statements that generally have three components:

- The behavior or the description of the skill the student will be able to do when the instruction is complete.
- The criteria or description of how the behavior will be evaluated.
- The conditions or a description of how the activity will be taught.

Goals and objectives should be written in such a way that the student, first and foremost, understands them and comprehends what is expected.

Adapted with permission from Pickett, A.L., et al. (1993). *A Core Curriculum and Training Program to Prepare Paraeducators to Work in Transitional Services and Supported Employment Programs.* The National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, Graduate School, and University Center. City University of New York.

Examples of Transition Goals and Objectives

Community Involvement

- **Long-term Goal:** I want to be able to vote, go shopping on my own, keep up my own health care, and join some community clubs or organizations as an adult. I also want to travel in my community on my own.
- **Annual Goal:** I will increase my participation in extra curricular school activities from none to one per quarter by 6/96.
- **Objective:** Given a list of extra-curricular activities, I will pick one activity to get involved in each quarter and will make an appointment to talk to the activity advisor ahead of time to figure out if I want to get involved and to discuss accessibility and accommodations. I will pick an activity at least two weeks before the beginning of each quarter, as monitored by my IEP manager.

Employment

- **Long-term Goal:** After having lots of jobs, I decided that I like and am best at working in an office with lots of people around.
- **Annual Goal:** During this final school year, I will apply for and be hired in a clerical employment position where I will progress in independence from full-time support to a daily check by school support personnel with support from co-workers as needed.

- **Objective:** With the help of my DRS counselor, I will look for a job near my home. When I find a job I like, I will increase independence on the job from 100% support to a daily check by June, 1996, as monitored by my work experience coordinator.

Home Living

- **Long-term Goal:** Thomas will continue to live with his family for a while after completing high school at age twenty-one. He enjoys having his own room; he also like the company of people who are quiet and caring. We can tell this by the way he smiles when he's in his room and around his family and friends. He gets agitated when he has to share a room at his respite provider's home, when he's in the hospital or around loud people and strangers. A future living situation with a lot of people or noise wouldn't suit Thomas. At some point, Thomas' family hopes he can share a quiet house or apartment with another man who is caring and quiet. From past training, it appears Thomas will need continual support with personal and daily living activities throughout his adult life.
- **Annual Goal:** Thomas will increase his skills in choosing and preparing snacks and simple meals from being able to select a food item when two items are set in front of him and preparing about five food items, to selecting a snack from the refrigerator or cupboard and preparing up to ten food items, including breakfast, snacks, and a bag lunch.
- **Objective:** Given a stocked refrigerator and cupboard, Thomas will select the snack of his choice after school on four out of five school days per week by the end of the school year as monitored by his mom and teachers.

Post-Secondary Education and Training

- **Long-term Goal:** I want to work in the law enforcement field, maybe as a dispatcher. I plan to go to a post-secondary school that has training in law enforcement.
- **Annual Goal:** I will increase preparation activities for Fall, 1997, entry into a post-secondary setting that offers a program in my interest area from having visited several post-secondary sites to completing an application and being accepted into an educational setting, finding financial aid, and setting up accommodations by graduation this spring.
- **Objective:** I will travel by city bus to the office of my State Services for the Blind counselor and meet with my counselor at least four times over the course of the school year for assistance in planning and funding my post-secondary education as monitored by my SSB counselor.

Adapted with permission from *Making the Transition Team Work*. 1994. Minnesota Department of Education.

Summary

This chapter has introduced standardized testing, behavioral checklists, and functional assessments in order to familiarize you with some of the more popular and current assessment methods. The chapter has also stressed the importance of objective observation during the assessment process. The last part of our discussion of assessment focused on some of the ways that observations are recorded. We stressed the need to record observations in a way that is both observable and measurable.

The last part of the chapter emphasized the distinction between *goals* and *objectives*. Goals should be stated as precisely as possible. Objectives should be stated in ways that include a behavior component, a criteria component, and a condition component.

Questions to Ponder

- Remember that the records you keep are used to make decisions that impact on your students' lives. Can you imagine a situation in which two different observers might observe the same event but record and report the event very differently? Taking it one step further, can you imagine how different decisions might be made or different goals might be set depending on which records were used?
- What are some of the advantages of having goals and objectives that are very specific? Can you think of any disadvantages?
- Standardized tests are often criticized as an assessment tool because they aren't always very reliable (i.e., the student might score differently the next time the test is given.) What would you do if you saw a test result that you didn't think accurately reflected a student's performance, aptitude, ability, etc.?

6

Chapter Six

Student & Family Involvement

35 Introduction

35 Section 1 Student Involvement in Transition Planning

38 Section 2 Self-Determination

40 Section 3 Family Involvement

46 Summary

46 Questions to Ponder

Introduction

Students must be actively involved in their transition planning beginning at age fourteen. Involvement means that, to the best of their abilities, students participate in and provide input into the development of their transition goals. It's the school's responsibility to encourage student involvement by planning activities designed to inform them of their options, show them the pros and cons of various courses of action, and teach them how to participate in the IEP meeting. Students must be encouraged to attend their IEP meeting and be provided with support to participate in those meetings (Wehman, 1992).

Self-determination concerns the attitudes and abilities that lead people to take charge of their lives. This includes the opportunity to exercise choice, effectively solve problems, and take control and responsibility for their actions. In the transition process, as in life, self-determination is enhanced through a collaboration between concerned parties: teachers, paraprofessionals, families, community representatives, and students.

Upon completing this chapter, you will be able to:

- Begin to build a set of strategies and resources that will help students to be involved in their own transition planning.
- Develop some insight into the types of activities that students might need to participate in to ensure their successful transition.
- Develop an awareness of the types of student/paraprofessional interaction that encourage self-determination.
- Develop or heighten your appreciation for the diversity of ways in which students experience a sense of family.
- Gain an understanding of the many roles that parents play in the transition of their sons and daughters.
- Understand some of the ways that you can offer support to students and their families during transition planning and implementation.

Section 1

Student Involvement in Transition Planning

The Paraprofessional's Role

Because paraprofessionals work one-on-one with students on a daily basis, they often develop very close relationships with them. Through highly individualized instruction, paraprofessionals are able to provide students with opportunities to gain new skills and hands-on experiences that would otherwise not be available to them. The most effective paraprofessionals allow and encourage their students to work as independently as possible. This strategy prevents students from becoming overly dependent on them.

The longer students and paraprofessionals work together, the more likely students are to open up and disclose personal information. Because of this, paraprofessionals often find themselves "counseling" students on issues and problems that are unrelated to their work. While some personal talk is natural, extensive counseling should be left to the school professionals who are trained to deal with these complex matters. A good rule to follow is if personal conversations are getting in the way of accomplishing your work, then you should suggest that the student talk to a trained professional. (See Chapter 3 for more information.)

What Do Students Want and Need?

When young adults with disabilities were asked what they thought students should do to ensure a successful transition, they offered a variety of practical suggestions. These comments were taken from forums held throughout Minnesota and interviews with former students of the Minneapolis Public Schools:

- Work on transition planning with your IEP manager. Write down your goals, plans, and what you like.
- Learn good communication skills so you can tell people what you want.
- Learn about resources like SSI (Supplemental Security Income), DRS (Division of Rehabilitation Services), and social services, and get information on all available options.
- Take a more active role in meetings. Take more responsibility and ask more questions.
- Join groups that can help, like local advocacy groups, church groups, and community education classes. Get more work experience, especially by trying to work part-time for pay.
- Take classes in independent living. Learn how to cook, shop, budget, and how to recognize and count money.
- Find out how to access community resources, services, and emergency systems and how to get help filling out forms. Learn self-determination and advocacy skills and how to make decisions.
- Get a driver's license, if you can, or learn how to use other transportation systems.
- Be serious, do your homework, and budget your time. Learn to use a calendar to write down your assignments and to help you plan time to study. Tell your teachers you have a disability.

- List your strengths and challenges. Find out what you're good at and put extra effort into areas that you're best at. Then set goals and go for them, but don't be disappointed if you can't do everything – no one can do it all.
- Learn about accommodations that will help you, like using a spell-checker, asking people to show you how to do things instead of expecting you to read it from a book, using note takers, asking for extended time for tests, asking for tutors, having books read to you and using taped textbooks, and having someone read and edit your papers before you turn them in. It will help you a lot if you learn what these accommodations are and how to ask for them before you leave high school.
- Visit schools, talk to some instructors, and sit in on some classes before you decide which school you want to attend.

Adapted with permission from *Minnesota Speaks Out*. 1994. Minnesota Governor's Planning Council on Developmental Disabilities, and from *Making the Transition Team Work*. 1994. Minnesota Department of Education.

Paraprofessional Strategies

How to Involve Students in Transition Planning

- Starting at age fourteen, always have the student attend his or her transition planning meeting, regardless of whether you feel they will understand or participate fully.
- Include transition planning and related instruction in the school curriculum to assist students in learning why participation is essential.
- Assist the student in identifying goals and dreams prior to the planning meeting. Use a checklist, survey, or other informal tool to pinpoint priorities of the student.
- Direct as much of the plan development and questioning process to the student as possible.
- Have the student assume as much responsibility as possible in the before, during, and after stages of the planning process.
- Whenever possible, assign tasks identified on the transition plan to the student and offer to provide the necessary supports.
- Have the student make his or her own appointments, fill out forms, and call for information as often as possible.
- Avoid activities that increase learned helplessness. Assist students in developing as many independence skills as possible.
- Direct questions at the team meetings to the student and guide the meeting based on their responses. Don't try to avoid the student's concerns or speak as if the student wasn't there.
- Prepare the student ahead of time for what will happen at the meeting: how to participate, what is expected, etc.

Section 2

Self-Determination

The Paraprofessional's Role

All students, regardless of the severity of their disability, have the potential to learn. One of the capacities they can acquire is self-determination. Learning to take control of one's life is an ongoing process. While some students will acquire these skills informally, others may need specific instruction to facilitate the acquisition and use of those skills and attitudes necessary to take charge of their lives. In addition, students with disabilities need opportunities to exercise these skills within the school and community.

Paraprofessional Strategies

Encourage Self-Advocacy

Students who enhance their self-determination skills learn to assert their rights and clearly communicate their needs, becoming advocates for themselves in the process. Students themselves are in the best position to define their personal vision and advocate for the changes and supports they believe will make it a reality.

Increase Responsibility

When students exercise control over their lives, they learn to take responsibility for their actions. The best way to teach students about responsibility is to give them the opportunity to make choices and experience the outcomes of their decisions.

Enhance Motivation

When students have opportunities to set personal goals and make choices, they become partners in the learning process. This increases their motivation, directly enhancing the quality of learning within the classroom. Motivated students are likely to increase their participation in learning activities. In addition, difficult-to-reach students may become motivated to get involved when given opportunities to experience some control over their education.

Encourage Prosocial Behaviors

Inappropriate classroom behaviors often represent students' most effective means of exercising control over their environment. By teaching students to take charge of their lives and providing them daily opportunities to practice choice-making, self-control, and personal advocacy skills, we promote the development and use of prosocial means through which to exercise control within the classroom, school and community.

Improve Self-Esteem

Exercising control over one's life leads to a feeling of positive self-worth and increased self-confidence. Promoting the self-determination of students has the potential to increase their belief that events are under their personal control. The feeling of being in charge is likely to lead to an enhanced sense of competence. When students increase their perception of control, they improve their focus, task persistence, motivation, and subsequent educational outcomes.

Enhance Inclusion

When we encourage students to take charge of their lives, we are assisting them in the process of becoming a fully included member of society. Self-determination skills directly enhance the capacity of students to live independently or semi-independently in the community, acquire and maintain employment, and develop a supportive circle of friends.

Promote Self-Awareness

Individuals can only truly be aware of their capacities and limits through a lifelong pursuit of challenge and through experiences of success and temporary misfortune. Students are often not given the opportunity to experience this process. Through first-hand discovery of their own capacities, students can understand, adjust to, and accept the challenges imposed by a disability. In addition, students can better appreciate and take advantage of their talents and strengths through this process.

Encourage a Positive Public Image

People with disabilities are often viewed in a negative light by the general public. Enhancing the capacity of students with disabilities to make mature, independent choices will facilitate a positive change in this image. Enhanced self-determination will promote a view of people with disabilities as members of society who are entitled to full rights as citizens and who are respected for their abilities and the contributions they make to the community.

Promote Independence

When students are encouraged to take charge of their lives, their independence is enhanced. Students who aren't given the opportunities to make these decisions learn to be dependent on others. Students who are taught to make their own choices and are given opportunities to apply these skills to their own lives learn to make mature, informed decisions.

Enhance Awareness of Rights

Promoting self-determination will enhance the acceptance and understanding of the basic human rights of all individuals, including those with disabilities. Moreover, it will provide a convenient forum to discuss topics which are often associated with the infringement of human rights, such as prejudice, stereotyping, and bias. These are valuable lessons not only for students with disabilities but for all people in society.

Create a Vision of the Future

All of us dream about our future. This basic right may be denied to people with disabilities. Their vision is often determined by others. Enhanced self-determination will facilitate a student's acquisition of the self-awareness, problem-solving, personal advocacy, and self-regulation skills necessary to create this vision for their future.

Enhance Personal Control

Beyond simply creating a vision for their future, self-determination skills enable students to actually realize this vision – on their terms. In doing so, they begin a direct and immediate enrichment of the quality of their lives, and also a cumulative enrichment over the long-term outcome of life. Students with refined self-determination skills enhance personal control over their lives.

Adapted with permission from *Teaching the Possibilities: Post-Secondary Education and Training*, 1992, Minnesota Department of Education, and from *Self-Determination Curriculum*, 1994, developed by the Institute on Community Integration.

Section 3

Family Involvement

Families of students with disabilities must be encouraged to participate actively in their son or daughter's transition planning. It's the responsibility of the school to see that one or both parents are present and involved in their child's IEP meeting. This often involves scheduling meetings at convenient times and places for parents and arranging for an interpreter for parents whose native language isn't English.

Educators should talk to students and their families about the goals and dreams they envision for their child once he or she leaves school. Do they see their child living independently, working in the community, or going on to a technical or community college? Outcomes in each of the five transition areas (employment, home living, community participation, recreation and leisure, and post-school training and education) need to be addressed with families long before their child is ready to leave school. Once these questions are answered, a transition plan can be developed with goals and services designed to meet the specific outcomes for the individual student (Wehman, 1992). Families should be able to choose the services they feel are appropriate rather than simply being satisfied with those already in place. An informal checklist or survey can be given to families ahead of time to help them pinpoint areas of interest or concern. The results can be used to guide discussion at the meeting.

What is a Family?

A definition:

> A family is two or more individuals who may or may not share blood ties or be related by marriage and who share similar values and attitudes. Adult members of this group take responsibility for the children living with them by providing for education, values training, clothing, and food. The individuals in the group see themselves as united in their goals and aspirations. (*Pickett, 1993*)

What Families Want and Need

When Minnesota parents of high school students were asked about their opinions on transition services, they offered the following comments:

- Transition objectives should be included on IEPs.
- They need information about available options both in school and for the future.
- They want to feel free to ask questions and make suggestions. Their participation in transition planning is important.
- Students' likes and desires should be respected.
- Students should be taught to be self-advocates.
- Teachers should be helped to accept students who are making decisions for themselves.
- Teachers should be allowed and encouraged to get out into the community to develop options.
- Clearly defined plans for accessing services in adult environments should be developed.
- Teachers should receive incentives to learn more about transition; more training needs to be available.

Adapted with permission from "Minnesota Speaks Out", Minnesota Governor's Planning Council on Developmental Disabilities in *Making the Transition Team Work*, 1994, Minnesota Department of Education.

Appreciating Diversity

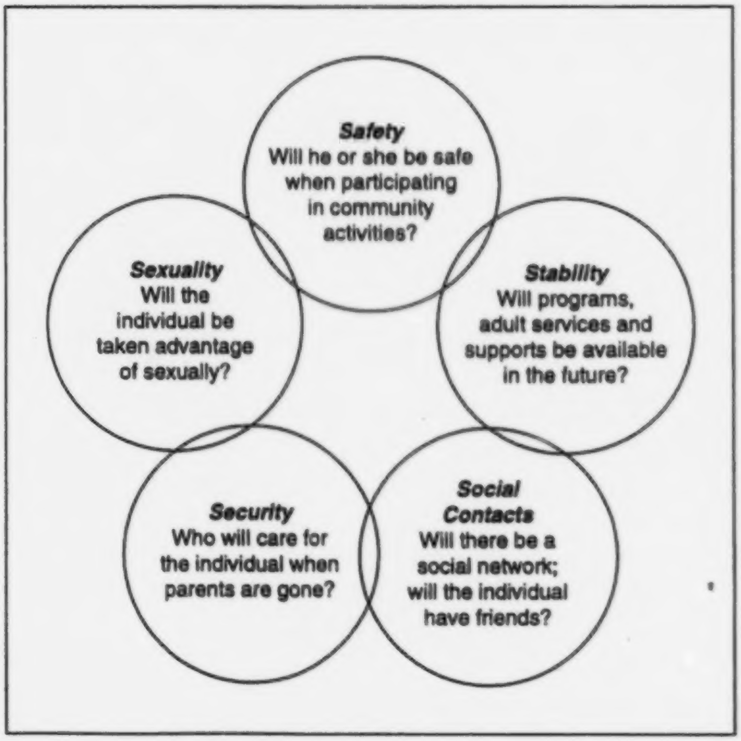
Working in the schools means that you may be involved with students and families from many different countries, cultures, and economic backgrounds, as well as ability levels. The challenge to educators is to encourage each individual to enjoy his or her difference and to help each person participate fully in all activities (Pickett, 1993). Because paraprofessionals work so closely with students and their families, they must be especially sensitive and respectful of the differences between themselves and the families with whom they work. The following case study describes an example of "differences" that may be seem subtle or invisible to a professional but are actually very important to the individual.

Case Study: Clarence

Clarence's teacher indicated that she had signed up his entire class to take cardiopulmonary resuscitation instruction as part of the requirement of their health course. Clarence couldn't find a way to tell her that his family didn't believe in providing CPR to people who might be dying. They believe that no one should intervene when it's time to die.

Respect the Grief Cycle

Some families will experience grief when they begin to think about their son or daughter entering adulthood. This grief is often brought on by different types of fears that families may experience during the transition process. Understanding these fears will allow you to better support and work more effectively with these families. The figure below illustrates some of these fears:


Safety
Will he or she be safe when participating in community activities?
Sexuality
Will the individual be taken advantage of sexually?
Stability
Will programs, adult services and supports be available in the future?
Security
Who will care for the individual when parents are gone?
Social Contacts
Will there be a social network; will the individual have friends?

Roles Parents Play in Transition Planning

Parents as Providers of Unique Information

Parents can provide valuable information on the student's personal traits, interests, aptitudes, and behaviors related to their future goals and objectives. Unfortunately, because parents often don't have confidence in their views about the student's abilities, they are often reluctant to tell professionals at Individualized Educational Program meetings and transition planning meetings what they know about their children. Here are some tips to encourage parent involvement:

- Listen to parents and respond based on their needs and values.
- Provide information to parents to prepare them for their child's IEP meeting.
- Provide a survey or checklist that can be filled out ahead of time and can "speak for" the parent if he or she is reluctant to speak at the meeting.

Parents as Role Models

Parents can have a powerful impact on young people's perceptions of adult life. All too often, young people with disabilities are led to believe, by the way they are treated at school and at home, that it's normal for them to be dependent. Parents need to make a conscious effort to impress upon their children that they can and will have jobs and become independent. Helping young people with disabilities develop appropriate behaviors is related to promoting positive attitudes towards work.

Some tips to encourage parent involvement include:

- Suggest that parents take their child to visit their workplace.
- Assist parents to identify jobs that students can do at home.
- Provide information on communication and social skills that parents can work on with their child at home.
- Provide advocacy and transition training so that parents feel comfortable and have a basic understanding of the transition planning process.

Parents as Case Managers

Plans for transition services aren't self-executing. Parents will need to carefully follow the implementation of transition plans and make sure that the good intentions of agreements and collaborative efforts between various agencies are fully met. The tasks of parents may be complicated by the fact that a young person's need for service may extend beyond his or her school years. Unlike a free appropriate public education which is guaranteed by the Individuals with Disabilities Education Act (IDEA), there is no entitlement to services for young adults with disabilities. Likewise, there is no single agency responsible for providing services. Tips to encourage parent involvement include:

- Informing parents of legal rights under special education laws.
- Giving information on services offered by adult service agencies.
- Providing transition planning process training.

Parents as Service Advocates

The full range of services needed for transition is not yet available in most communities. Some school districts still don't provide career and vocational education programs to students enrolled in special education programs. Not all communities have a full range of residential or employment options – including supported work – available for people with disabilities. Consequently, there will continue to be a need for parents and young people themselves to work with service providers, employers, and policy makers to increase the availability of residential and employment options. Tips to encourage parent involvement include:

- Providing information on parent advocacy and support groups.
- Inviting parents to participate in school and community transition planning meetings and organizations.
- Hooking parents up with other parents who are willing to serve as mentors and provide support throughout the process.

Parents as Advocates for Career Education in School Programs

Career education makes children aware of the variety of different occupations that exists and promotes them to think of themselves in relation to different career options. This stage typically begins in the late elementary years and early junior high school. Both in school and at home, educators and parents need to stress the importance of work, the broad range of work and employment opportunities available, the relationship among different types of work (e.g., job ladders within a company, how workers in professions employ support staff in other occupations), and the personal and economic benefits derived from different types of work. Tips to encourage parent involvement involve:

- Suggesting that parents take their child to visit their own work place.
- Encouraging parents to explore career options with their child using newspapers, magazines, television, and movies to stimulate discussion.
- Helping parents to meet and get to know local representatives.

Parents as Risk Takers

Parents are often ambivalent about their son or daughter becoming more independent. They may know that letting go is the best thing, but actually allowing a young person with a disability to take the risks that go with independence may be hard. As Lotte Moise (1986) observed:

> We parents tend to be of divided heart as we prepare our offspring for a future without us. As group advocates we fight like tigers for our cubs' right to education, treatment and habitation. As individual mamas and papas we often act more like kangaroos who keep their young ones in a protective body pouch... It's sometimes difficult to let our children take risky steps toward independence.

Tips to encourage parent involvement include:

- Emphasizing student strengths and abilities.
- Addressing parents' concerns about the services their child is receiving.
- Including parents in all areas of transition planning and validate their ideas, needs, and vision for their child.
- Focusing on the positive – what the student *can* do.
- Providing information on independent living options: public housing, etc.

Parents as Financial Planners

Quite often parents and young people with disabilities are faced with a dilemma caused by the fact the eligibility requirements for financial assistance programs create disincentive for person with disabilities to go to work. A typical situation might involve choosing between accepting a minimum wage job with no medical benefits which would lead to the loss of eligibility for Supplemental Security Income and Medicaid, or being content to stay at home with a daily routine lacking in stimulation, opportunities for growth, and the satisfaction that work provides. Decisions of this type involve balancing the need for financial security and the desire for independence. Tips to encourage parent involvement include:

- Providing accurate information about eligibility requirements of government programs.
- Providing information regarding wills, trusts and guardianships.
- Providing information on all forms of financial aid: amounts, agencies, contact people, etc.

Adapted with permission from *Information for Parents of High School Students with Disabilities on Transition to Adult Life*, 1993, Minnesota Department of Education.

Helping Families Look to the Future: Personal Futures Planning

Personal futures planning is a strategy that is becoming widely used to assist people with and without disabilities in setting personal goals and establishing a vision of the future. The purpose of a personal futures planning session is to provide a process through which young people with disabilities and their families can ask questions and identify the student's capacities, values, and interests.

Personal futures planning occurs when a small group of people who are close to the student (e.g. family members, teachers, friends, neighbors) gather together to offer support while brainstorming and strategizing future goals for the student. This "circle of support" or "person-centered team" makes commitments to carry out actions designed to assist the student in meeting his or her future goals and visions.

The first objective of the personal futures planning process is to develop a profile of the student. This profile covers several areas of the individual's life including history and background, relationships, places in the community, transportation, choices, and preferences. The information obtained from the personal futures planning session serves as a good resource which can be referred back to and used as a guide throughout the student's transition planning years (See Appendix D for a detailed description of the personal futures planning process).

Adapted with permission from *Self-Determination Curriculum* (1994), developed by the Institute on Community Integration though grant H158K00034, Office of Special Education and Rehabilitative Services.

Summary

This chapter has emphasized the importance of including the student and the student's family in the transition planning process. We stressed the paraprofessional's role in executing strategies designed to involve students in their own planning process and for encouraging a sense of self-determination. The last part of the chapter was devoted to exploring the ways in which families are involved in the process. As part of our exploration, we looked at the diversity of ways that students might experience a sense of family and at the many different roles that parents can play in transition planning.

Questions to Ponder

- As members of a teaching/helping profession, we often get a sense of satisfaction when we help others or make their lives easier. Can you think of a situation where your desire to help others has contributed to their "learned helplessness" rather than helping them gain a sense of independence? Can you think of any selfish reasons to encourage your students to remain dependent upon you?

- How do you think you will handle the situation when one of your students expresses a desire to make choices that are much different than the choices you would make in the same situation? At what point do you think it would be your responsibility to try to change the student's views?

7

Chapter Seven

Employment

49 **Introduction**
49 **Section 1 The Transition to Employment**
57 **Summary**
57 **Questions to Ponder**

Introduction

Preparing students to find meaningful and productive employment is one of the most important outcomes of the transition process. This isn't an easy job: it requires ongoing planning and must start early in the student's school career. Minnesota law requires that all students receiving special education services address employment in their Individualized Education Plans by age fourteen. These goals should be future-oriented and focus on career exploration activities and community work experiences. (Wehman, 1992.)

Upon completing this chapter, you will be able to:

- Understand natural supports in the work environment.
- Become familiar with the concept of job coaching.
- Become familiar with career exploration and work experience options that may be available to your students.
- Begin to develop strategies to assist you in helping your students explore career options and develop and apply job skills.
- Understand the concept of job carving.
- List some of the characteristics that often determine the quality of a particular job for a person who has a disability.

Section 1

The Transition to Employment

The Paraprofessional's Role

Paraprofessionals' roles vary in the area of employment. They may likely work in the classroom with students as they learn job readiness skills or work one-on-one with students at a work site coaching them on the tasks required to complete a specific job. Job support and workplace training is often referred to as *job coaching*, and is a common responsibility of paraprofessionals working with transition-aged students. The amount of job coaching necessary depends on the demands of the job as well as the student's skill level. Some students require constant support to complete a job, while others require only periodic visits from their job coach to see how things are going. Ideally, the job coach will gradually fade the amount of support given to the student. This occurs when students begin to learn the skills necessary to complete the tasks themselves. Co-workers and employers may also take on some of the responsibility of supporting students on the job.

Case Studies

As you read the following case studies, think about what is similar and different about the two situations. What might your role as a paraprofessional be in each situation?

Mary

Mary works part-time as a mail sorter for a local bank. Her job coach, a paraprofessional named Susan, supports her as she does her job. To help Mary remember the steps of the job, Susan took photographs of Mary doing each task of the job. She then assembled them into a pocket-size photo album which Mary carries with her at work to help remind her of the tasks needed to be done. Using the photo album, Mary no longer needs to ask Susan what to do next. This has dramatically reduced the amount of support and time Susan needs to spend with Mary while greatly increasing Mary's independence and sense of self-esteem on the job.

While Mary was able to complete her mail sorting responsibilities without much support, Susan still had to be at the work site each day to remind Mary to punch her time card immediately before and after work. To solve this problem, Susan talked with Mary's employer who suggested that one of Mary's co-workers could easily help her remember to punch the time clock each day. A co-worker with whom Mary works closely happily agreed to assist. By transferring responsibility from the job coach to a coworker, Mary is now working more independently and being supported naturally by her co-workers. Using natural supports, Susan is now able to spend less time with Mary and more time with other students who need her support.

John

John works as a stock person at a local department store. His job responsibilities involve returning merchandise to the shelves. To do this John must pick up the merchandise from the store's two fitting room attendants and from the customer service desk representative. Once John has retrieved the items, he must decide which department the item belongs to by reading the department number on each item's ticket. The last step is to take the item to its appropriate department and return it to the shelf that contains the same items.

John's job coach is currently providing full-time support to him on his job. This is largely because John has a hard time keeping all the items and their departments straight. The job coach also helps John organize the items by department so he doesn't have to make a separate trip for each item. As it stands, John wouldn't be able to do all the work required of him each day without the help of his job coach.

Available Career Exploration Options

The first step in the career exploration stage is for students to begin to learn about themselves – what are their interests and needs? What type of jobs can they imagine performing as adults? What are their strengths and weaknesses? Will their disability affect them in their future jobs? These questions can be answered by:

- Talking informally with students and their families.
- Observing students in real-life work environments.
- Administering formal career exploration surveys.

After students have completed one or more career assessments, they can begin to explore some of the jobs and fields in which they are interested. A few examples of these types of career exploration activities are:

- **Job shadowing:** a student goes into a work site and "shadows" or follows an employee whose job is of interest to them.
- **Visits by professionals:** individuals from a variety of fields come to the school to describe their jobs and answer students' questions.
- **School-based vocational classes:** students learn general work related skills such as how to fill out an application, interviewing strategies, and social skills.
- **Reviewing job resources:** students learn about potential jobs and businesses through resources such as the classified ads and the yellow pages.

Paraprofessional Strategies

Career Awareness and Exploration:
How Can I Best Teach Career Awareness?

- Have the student organize career information into clusters that illustrate various jobs that interest him or her. Identify the amount of training required for each type of job.
- Have students list the generic safety rules of work settings and sites that may have specific standards (e.g., construction work, chemical plants, assembly lines, food service, etc.).
- Have students identify occupational opportunities within the local community by reading the want ads, talking to employers, etc. Invite employers in to discuss their particular job openings.
- Visit various work sites and have students log information about such aspects as duties, pay, benefits, environment, and co-workers of each work site.
- Administer checklists and surveys that help identify personal values and interests as they relate to the world of work.

- Help the student identify the inter-relatedness of work and the value of all work to the welfare of society by discussing the workers they come across in any particular day (e.g., bus driver, teacher, store clerk).
- Help the student understand the important and changing contributions of people of color and individuals of diverse backgrounds to the world of work.
- Help the student to understand how an individual's personal traits are related to career choice and eventual occupational satisfaction by sharing (in small groups) three jobs they would like to do and three they wouldn't like and the reasons why.

Creating Career Exploration Experiences

- Role-play job interviewing and discuss ways to enhance one-on-one meetings with supervisors. Identify important aspects of a successful interview (i.e., looking nice, being on time, shaking hands, communicating clearly, etc.).
- Encourage parents or caregivers to actively participate in preparing the individual for an interview, job placement, or other community work activity by telling their child about their own job-hunting experiences.
- Complete a résumé and log all work experiences, their duration, employer's name and address, amount of pay, job duties, and comments. Update the résumé at the end of exploration activities.
- Help the student acquire occupational information relevant to his or her personal characteristics and career goals by using the Minnesota Career Information System, the Dictionary of Occupational Titles, and Occupational Outlook.
- Develop an occupational family tree and share it with other students. Discuss how each individual went about making their career choices.
- Have students role play skills needed for getting and keeping a job. Have them name three reasons an employer would hire them and three reasons that they could get dismissed from a job.
- Have students fill out sample job applications and prepare a date card to keep in their pocket when job hunting.
- Have students name three sources of job availability listings and use one to find job openings in a desired field.

Helping Students Develop and Apply Job Skills

- Help students sign up for vocational classes, set up necessary support, and meet with vocational instructor to monitor program progress.
- Integrate academic instruction in areas of math, reading, and language arts as much as possible with the student's specific

types of vocational instruction. For example, if the student is in machine shop, teach the math skills for machine shop, obtain a list of vocabulary terms, and have student write a job order.

- Practice job-seeking skills such as applications, interviewing, and writing letters of inquiry in the classroom.
- Use instruction to emphasize improvement in work-related behaviors which should be integrated throughout the skill.
- Teach students access skills for utilizing support systems at their chosen post-school environment (i.e., make a list of questions to ask support people, develop a list of supports they may need, practice calling for appointments, have phone numbers readily available).
- Have students complete a self-evaluation every week while on a job and discuss examples of work skills and behaviors applied during the past week in a small group session with other student workers.

Adapted with permission from *Teaching the Possibilities – Jobs and Job Training* (1991) Minnesota Department of Education.

Available Work Experience Options

While some work-related skills (e.g., interviewing skills, filling out an application) can be learned in the classroom, the best way to gain a skill is by learning and practicing it on the job. Students should be exposed to a variety of community work experiences before they leave high school. Gaining experiences in multiple work environments gives students an idea of the types of jobs for which they're best suited and helps them make more informed career decisions. Seeing students in different work settings also helps professionals to develop the most appropriate ways to support an individual on the job (Wehman, 1992).

Choosing a job is a very personal decision. It must be made on an individual basis with as much input from the student as possible. It's the paraprofessional's job to provide options and to guide the student to the most appropriate job placement. Some students will prefer short-term, rotating jobs, while others will go directly into permanent, part-time supported employment positions. Levels of support will also vary from student to student. And in some cases, students will prefer not to work in the community. A few examples of these types of work experiences are:

- **Community Job Try-Outs:** The student tries out a job of his or her choice for a predetermined amount of time (e.g., a few weeks).
- **Supported Employment:** The student works at least twenty hours per week in a paid position in the community. Ongoing support is usually required throughout the duration of the employment.

- **Individual Placement Model:** Paid employment in which an employment specialist or job coach helps a person find a job and trains that person to perform that job. Ongoing support is usually required throughout the duration of employment.
- **Mobile Work Crew:** A group of individuals work together to perform various types of service jobs in the community. This model is particularly helpful in areas where jobs are scarce. The cost of a job supervisor for the crew, as well as transportation to and from work sites, may be prohibitive.
- **Industrial Enclave:** A small group of individuals with disabilities are assigned to work in a business with the assistance of a supervisor for training and support. This can be a cost efficient method because more than one person can work with the assistance of only one supervisor. Drawback: doesn't integrate, not easy to fade support.
- **Post-Secondary Job Training:** Four year universities, two year community technical colleges, trade schools, military.
- **Competitive Employment:** Professional, skilled, and semi-skilled paid work experiences.

How Jobs are Developed for Students with Disabilities

Developing jobs for students with disabilities is generally the responsibility of the school's work experience coordinator or vocational teacher. Once a job is developed, though, it's the paraprofessional who goes into that environment and gets to know its employees and culture. Being part of the work site puts paraprofessionals in a natural position to assess potential work opportunities for students.

Creating Employment Opportunities

- Determine student needs and desires.
- Research target businesses, including personnel, training, retention, competition, and technical issues.
- Visit sample target businesses.
- Inventory activities of typical workers performing target tasks.
- Observe corporate culture, including rules and rituals.
- Task analyze duties and determine consumer capabilities, training, and assistance needs.
- Negotiate with employer.
- Teach and refine tasks.
- Build on typical supports and relationships.
- Fade.
- Maintain a consultative role.

Adapted from Wehman, P. 1992. *Life Beyond the Classroom – Transition Strategies for Young People with Disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co.

Job Carving

One excellent technique for creating new jobs for students is through "job carving" (often referred to as "job developing".) This technique involves restructuring or reassigning a job so that students with disabilities can take responsibilities for some of the easier job tasks. Job carving benefits the employer by freeing up his or her higher paid employees to take on more high level responsibilities. Job carving is a way to increase productivity for employers and create new employment opportunities for students with disabilities (Wehman, 1992).

Job Carving at a Welder's Shop

Welder's inventory (nonsequential)	Carved tasks	Interactive & shared tasks
Clock-in	Yes	Yes
Drink coffee and talk	Yes	Yes
Get work orders	Yes	Yes
Design and trouble shoot	No	No
Weld	No	Maybe
Change welding tanks	Yes	Yes
Sort scraps	Yes	Maybe
Carry scraps to recycling	Yes	Sometimes
Clean work area	Yes	Yes
Clean facility	Yes	Maybe
Label stock and supplies	Yes	Yes
Check-in/stock deliveries	Yes	Yes
Talk with customers	No	Maybe
Lunch/breaks: talk and joke	Yes	Yes
Check-out; ride home	Yes	Yes

Adapted from Wehman, P. 1992. *Life Beyond the Classroom – Transition Strategies for Young People with Disabilities.* Baltimore, MD: Paul H. Brookes Publishing Co.

Possible Characteristics of a "Quality" Job

Less Desirable	*More Desirable*
Physical Space	
Employees are physically separated from co-workers by walls or barriers.	Workers are in proximity to co-workers without disabilities.
Interactions with Non-disabled Co-workers	
Employees have little or no interactions non-disabled co-workers.	The employee is in contact with non-disabled people at work.
Personnel Status	
Employees are legally employed by the organization.	Employees are legally employed by the support host company.

Pay	
Performing labor for no pay is prohibited by the U.S. Dept. of Labor (i.e., no volunteer work).	Wages may be minimum wage or above, or may be based on productivity when commensurate with wages received by non-disabled co-workers.
Benefits	
The employee receives no available worker benefits.	Benefits received are on parity with non-disabled co-workers.
Nature of Work	
Work is projected to be short-term or in an industry that is considered unstable.	Work is projected to be potentially long-term and in a viable industry.
Number of Employees with Disabilities	
More than eight people with disabilities are grouped together.	People with disabilities represent approximately one percent of the total work force.
Worker Conditions	
Conditions are unsafe, unfriendly, inaccessible, or uncomfortable.	Conditions are safe, friendly, accessible, and comfortable.
Transportation	
Employees arrive via segregated bus for people with disabilities.	Employees arrive via car-pools with co-workers or by public transportation.
Work Routines (hours/days worked, break and lunch times)	
Routines are different from those of non-disabled workers.	Routines are same as those of co-workers.
Supervision	
Manager has low or no skills in training or supervising people with disabilities.	Supervisors understand relevant company procedures, have trained with people with disabilities.
Skills Acquired by the Worker	
Skills learned aren't marketable in local industry.	Acquired skills are marketable in local industry.
Enhancing Features (opportunities for increased responsibility, raises, status, upward mobility)	
Enhancing features aren't present.	Enhancing features are present.
Employer Agrees to Conditions Necessary for Employing Person with Severe Disabilities	
This condition isn't present.	This condition is present.

Support Organization	
The support organization is main- highly visible within the host company or is a subcontractor.	The support organization tains low visibility, but assists the company when requested to maintain and support employment (e.g. training other companies, providing behavior management consultation, screening potential employees, maintaining any documentation required by government.)

Adapted from Wehman, P. 1992. *Life Beyond the Classroom – Transition Strategies for Young People with Disabilities*. Baltimore, MD: Paul Brookes Publishing Co.

Summary

This chapter has illustrated some of the many different ways paraprofessionals might be involved in the job planning and acquisition phase of a student's transition. Developing and utilizing natural supports was stressed as a way to help students gain independence. We have offered many strategies for paraprofessional participation in career awareness and exploration activities as well as strategies for helping students develop and apply job skills. We explored some of the most common work options that are currently available for students that have disabilities. The last part of the chapter discussed the concept of "job carving" and discussed some of the characteristics that might make up a quality job environment for students.

Questions to Ponder

- Thinking about careers, looking for work, and starting a new job are always placed at the top of published lists of "stressful life situations". Do you remember how you felt when you began to look for work as a paraprofessional? Do you remember your first day at your current job? What are some ways you can use your own experience to dissipate some of your students' anxiety about this aspect of their transition?
- To what extent was your own search for a job or career done in an organized and systematic way? Has any of the material in this chapter changed your views about how you might approach your next career or job hunt activity?

8

Chapter Eight

Home Living

59 **Introduction**

59 **Section 1 Choosing a Home Living Arrangement**

63 **Section 2 Supporting Students As They Learn Home Living Skills**

73 **Summary**

73 **Questions to Ponder**

Introduction

Transition planning must include goals and activities to prepare students for community living. Students need information on various types of living arrangements from which they can choose, as well as the types of skills necessary to function within these different home living options. The key to successful transition planning in this area is to match the student's independent living skills with his or her desired future living arrangement. This chapter highlights many of the issues paraprofessionals may need to become familiar with as they work with students. It's filled with strategies to help you support students as they learn home living skills.

As you will see, we have only begun to cover many of the important skills and tasks that you may be helping students learn. Entire courses are often devoted to "independent living" issues. We encourage you to seek out additional training if this is one of your interests or needs.

Upon completing this chapter, you will be able to:

- Develop an appreciation of the complexity and individual nature of a student's home living preferences and needs.
- Become familiar with some of the many home living options that may be available to students.
- Learn some strategies to assist you in supporting students as they learn home living skills.

Section 1

Choosing a Home Living Arrangement

The Paraprofessional's Role

Much the paraprofessional's work in this area will be carried out in community instructional settings. If a student hopes to share an apartment with a roommate after high school, he or she would probably benefit from learning certain skills in an actual apartment setting. Students who learn and practice domestic living skills in natural environments such as a personal residence or apartment are more likely to obtain and retain those skills than students who merely study about them in school.

When working with students, it's important to listen carefully to their needs and preferences regarding home living. All of us come from homes with unique traditions, values, and lifestyles. As educators, we need to be sensitive to these differences and respect them.

Involving families in developing and working on home living goals will help ensure their personal needs will be honored.

There are many areas that should be considered when assessing the needs of students in the area of home living. Some of these areas include:

- Housing alternatives
- Meal planning
- Housekeeping
- Safety
- Personal care
- Personal development

Available Home Living Options

Brief descriptions of living alternatives frequently available to people with disabilities are listed below. In some instances, it may be necessary to acquire additional training in one type of living situation before moving on into a more desired situation. If this is the case, it's very important for the person (and all those involved with the planning) to realize the training is a necessary step.

At Home with Natural or Foster Parents

For many young adults, living at home with their natural or foster parents is a viable option. The arrangement might very well be a healthy one for both parties. If the parents expect the (older) child to be as independent as possible, share in the responsibilities of running the household, and allow freedom of expression and identity in his or her space, it could be a satisfactory and rewarding experience. However, a critical issue surrounds whether the person has either made the decision to continue to live at home or has at least been actively involved in the decision process.

Foster Care

Foster care is another housing option that utilizes existing family structures: an individual with disabilities lives within the home of non-relatives (in most cases) and becomes part of this family. Adult foster care has become increasingly popular within the realm of community-based services, and systems have been established to financially support these service providers.

Rehabilitation Facilities

A rehabilitation facility is a temporary living alternative designed to assist people with physical disabilities (primarily) to develop the skills necessary to increase their independence. Rehabilitation facilities are mainly designed to serve those who are newly injured with the focus on regaining skills through physical and occupational therapy. A person may sometimes reach preinjury capabilities, but often the person learns an alternative method of performing a specific task. A simple piece of adaptive equipment is often all that is needed to assist the person in functioning more independently.

Supervised Living Environments

A continuum of housing alternatives exists to provide supervision and support to individuals with disabilities. These services are categorized according to the funding source and, in some cases, two programs may appear similar but are classified differently. Applicants to programs must be aware of the discreet differences so that they will know which services they are qualified to receive. Access into these living arrangements is coordinated by county case managers on an individualized basis; however, rising demands for alternative housing programs for individuals with disabilities have so severely depleted many community and county fiscal resources that long waiting lists are now the norm. Anyone considering a move into any of these environments needs a county case manager to provide guidance through the application process.

Intermediate Care Facilities – Mental Retardation (ICF/MR)

These facilities have traditionally been large residential programs serving residents from across wide geographic areas. The programs evolved from the old state hospital system with the large, segregated campuses being renamed regional treatment centers. While the role of these centers (and other institution-like residential programs) has been rapidly changing, large multi-bed facilities are no longer seen as a viable housing option for the vast majority of people with disabilities. Most counties will now only fund new ICF-MR programs with six beds or less to discourage "warehousing" of residents.

Waivered Services

To facilitate the movement from large institution-like facilities to community-based settings, the Minnesota Department of Human Services established an avenue of financial assistance known as waivered services. A variety of residential programs qualify for this funding, ranging from group homes to supervised living services (SLS – typically designed for apartment living). Counties contract with service providers to meet the individual's needs as they are identified within a plan developed by his or her team. The focus of each housing options on skill development and independence enhancement.

Semi-Independent Living Situations (SILS)

Assistance can also be provided to people with disabilities through semi-independent living situations (SILS). Individualized plans of support are developed and skills necessary for independent living are taught in a variety of settings. An initial program may be located in a group living environment, where all the residents share home management responsibilities. As a person progresses, he or she may move into an apartment and continue to receive support services in targeted skill areas. As independence increases, structured assistance programs decrease. Eventually, the individual comes to rely on naturally-occurring systems of supports within the community.

Living With a Roommate or Partner

Living with one or two people results in sharing not only space, but also expenses and responsibilities. The division of these tasks is decided cooperatively by those living together. Roommates have to respect each other's private areas, agree on house rules, and follow-through on household responsibilities. The same expectations hold for partners or spouses, yet they are often tempered by the emotional aspects of relationships.

Personal Care Attendant

A Personal Care Attendant (PCA) is an individual hired to assist with personal needs. Often, the PCA also performs such chores as housekeeping and personal care. In cases where the PCA lives with the employer, the decision must be made whether the living arrangements are considered to be the PCA's home or place of employment. If the PCA considers the arrangements as home, he or she should receive the space and respect given to a roommate or spouse.

Living Alone

Living alone in a house or apartment has many advantages and disadvantages. Such housing provides complete privacy and total freedom to do as one pleases, yet it also means that all the responsibilities for both self-care and home management rest with the individual. Even with a PCA or other contracted assistance, the individual still has total control of the activities within the home environment. Living alone can be an exciting goal for those accustomed to sharing all aspects of their daily lives.

Public Housing

Public housing allows a person with a disability who makes approximately $500 or less per month to obtain an apartment at a lower than standard rate. Rents are about one-third of monthly income. Each county has a public housing authority and an application procedure which needs to be followed. After applying, the person will be put on a waiting list and be contacted when their name is at the top of the list and there's an opening in one of the public housing units for that county. When this occurs, the applicant must accept or refuse the first opening made available. Applicants aren't allowed to choose which public housing unit in which they will live.

Section 8 Housing

Like public housing, Section 8 housing allows a person with a disability who makes approximately $500 or less per month to obtain an apartment at a lower than standard rate. Applicants may go to the county housing authority office to see a listing of apartments that are Section 8 providers. When an individual chooses which housing units they are interested in they then go to those units and fill out the application for a Section 8 apartment. Section 8 allows individuals to choose the building they want to live in. Unfortunately, waiting lists at each complex are usually long – anywhere from one to six years.

It's advisable to apply for both public housing and Section 8. A person may get a public housing apartment and continue to stay on the waiting list for Section 8 until an opening is available.

Section 2

Supporting Students as They Learn Home Living Skills

There are many different strategies to assist students as they learn home living skills. Because home living is a highly personal area, it's a good idea to solicit the input of parents when deciding on instructional strategies. Families are in the best position to know about their children's strengths in this area and to support them as they develop new skills within the context of their daily family life.

The following are some teaching tips to get you started as you work with students and their families in the area of home living.

Choosing a Place to Live

- Compile a collection of pictures of class members' homes.
- Discuss the elements that make a house a home (i.e., personal belongings, plants, private space, etc.)
- Discuss where students see themselves living in one year and in five years. Who do they live with? What type of dwelling is it? How can they work to achieve these goals?
- Locate such local services or landmarks as bus routes, malls, grocery stores, and medical centers on a map and discuss neighboring/accessible residential areas.
- Invite a landlord to discuss leases, damage deposits, eviction, giving notice prior to moving, and qualities of a good renter.
- Compile a listing of average rents for various sized apartments

by locations and discuss them.

- Organize a resource list of materials used when looking for a place to live – newspapers, apartment guides, magazines, etc.
- Invite a housing expert from a real estate agency to present information on mortgages, interest rates, application processes, the advantages of renting vs. owning, etc.
- Visit various types of housing facilities and help individuals visualize themselves in those settings.
- Present housing alternatives through a panel of adult residential service providers for parents, young adults with disabilities, and staff.
- Put together a slide or video show of different housing programs located within the local neighborhoods.
- Explore the possibility of having an existing apartment or house adapted with equipment and/or barrier-free modifications so that a specialized living arrangement can be avoided. Contact county housing officials and advocacy groups for information.
- Encourage students (and/or advocates) to address these questions about their home living choices:
  - Did you choose this home and this community? Do you have tenure in your house (a signed lease, ownership, or as a member of the family)? Is the house close to places and activities that attract you? Are the people with whom you share the house people you chose or would choose to live with? Do you feel safe, secure, and comfortable?
  - Are the people with whom you live (family, individuals, or care staff) supported enough so that they will choose to continue to live with you?
  - Are you receiving the personal support you require to live as independently as possible?
  - Is the house near other houses where people live?
  - Is the house the place where friends and family can come to talk privately if need be?

Meals and Nutrition

Meal Planning

- Collect nutritional information from popular fast-food restaurants. Discuss the information and make a list of the "healthiest" items from each place. Save this information for comparison with other food items.
- Identify the major food groups and use the groups to plan balanced meals.

- Let individuals look through cookbooks and choose items they would like to cook. Make a grocery list of the ingredients needed, discuss the cost of the item, decide if it's a practical item to prepare (whether it meets the diners' needs, the time it will take to prepare and cook, whether it will serve the number of diners, etc.), determine a sequence of steps to take to follow the recipe, etc.

Purchasing Groceries

- Clip and organize coupons for items commonly used in class cooking projects. Determine how much is saved from the grocery bill when eventually used.
- Check weekly mailers and newspapers for sales or specials. Discuss the relative value of the sale/special item (i.e., original price, whether it's really useful, where the store is located and how convenient it is, what could be substituted for the item – fresh or generic item, etc.).
- Develop exercises to encourage comparison shopping (i.e., price per ounce, buying in bulk quantities, name vs. generic brand, in-season vs. out-of-season, etc.).
- Compile a resource center of information about programs providing assistance to individuals and families unable to purchase groceries due to low income. Local agencies, such as food shelves, and government-related services, such as food stamps, should be discussed and application processes made clear.

Cooking a Meal

- Adapt materials and/or kitchen space to meet needs of individuals with disabilities. Contact manufacturers about acquiring adaptive equipment, design individualized items, consult with occupational or physical therapist, and check catalogs of rehabilitative equipment.
- Utilize a wide-range of appliances and find out what each individual has and uses at home.
- Experience outdoor cooking using a grill and/or camp stove.
- Introduce both individual and group cooking. Have each person plan and cook a breakfast, lunch, or snack for themselves. Encourage each member to be involved in the decision-making processes involved in planning a meal and help each member assume an appropriate preparation task.
- Review kitchen safety rules regularly and acquaint everyone with the location of the first aid kit, smoke alarm, and fire extinguisher.
- Compile a recipe box of individual favorites. Watch newspapers and magazines for recipes and cooking hints.

Storing Food

- Invite a food science or poison control professional in to talk about health hazards related to improper food storage.
- Discuss signs of food poisoning and ways to check food for spoilage.
- Review the different types of plastic bags and containers available for food storage purposes. Discuss ways to seal such items and match storage unit to different types of food.

Keeping a House

Housekeeping: What is It?

- Generate lists of the household chores;
  They currently do.
  They don't enjoy doing.
  They rely on others to do.
  They enjoy doing.
- Generate lists of daily housekeeping tasks and discretionary tasks. Discuss and identify areas of personal interpretation. Combine and compare the lists and use as a starting point for discussing needs for support.
- Discuss tolerable levels of disorderliness and uncleanliness.
- Introduce basic skills in housekeeping tasks as directed in the student's Individual Education Plan (IEP).
- Identify cleaning supplies and organize by purpose (i.e., abrasive cleansers, all-purpose spray cleaners, window cleaners, etc.).
- Explore the costs of contracting to have housekeeping done by private agencies or individuals. Discuss the situations that would make such services worthwhile options (i.e., extended illness, lack of support systems within independent living arrangement, long work hours/little leisure time, group decision to co-pay for service within group living situation, etc.)
- Role play confronting a roommate about his or her level of cleanliness and participation in maintenance responsibilities.

Home Maintenance and Repair

- Keep a list of the telephone numbers of building maintenance personnel and/or management staff near the phone.
- Generate a list of tools needed in a home repair kit and have students put together a kit.
- Using the yellow pages and/or personal referrals, develop a resource listing of repair services, organized by area of expertise (i.e., plumbing, electrical, appliance repair, etc.). Call the services and determine:

  - Their hourly rate.
  - Years in business and experience.
  - Whether they are insured, bonded, and licensed.
  - Area of business.
  - Promptness/response rate to a call.
- Prior to moving, arrange for an independent inspection of the house through a housing agency or private inspection company.
- Encourage parents to include their son or daughter in repair and maintenance activities around their home. Involvement should be based on participation level most suited to the individual's capabilities.

Decorating a House

- Discuss various decorating ideas using home living magazines.
- Identify and list items needed for each room of a house (i.e., bedroom furniture, kitchen furniture, dishes, pots and pans, silverware, linens and supplies, living room furniture, bathroom towels, etc.).
- Introduce inexpensive decorating ideas and resources for less costly furniture and decor items (i.e., making own curtains, checking furniture warehouse sales and outlets, starting plants from friends' plants, etc.).
- List home decorating safety issues such as not overloading electrical circuits, using decorative candles with supervision, and keeping extension cords out of traffic areas.

Safety Issues

Keeping Yourself Safe

- Simulate strangers coming to the door and calling on the phone through role-playing activities. Identify the amount of information it's safe to disclose at such times.
- Practice asking maintenance people for identification before allowing them to enter.
- Integrate real-life situations into social skills training to help problem-solve and determine the correct interpersonal response.
- Discuss abuse and exploitation in honest terms and present steps people can take to report such occurrences, as well as avoid them.
- Provide resources such as Adult/Child Protection contracts, advocacy groups, and support organizations, as well as police agencies.
- Discuss stranger and acquaintance rape. List ways to avoid or minimize dangerous and vulnerable situations.

- Assist individuals in obtaining a picture identification card (these are usually available through the state driver's licensing program) and urge them to carry it at all times. Discuss times when it should be shown (i.e., to a police officer when lost or when writing checks in payment for purchases).
- Tape a quarter to the ID card's back to be used for an emergency telephone call.

Keeping Your Home Safe

- Encourage regular examination of home door and window locks, smoke alarms, spare flashlights, fire extinguishers, electrical extension cords, and circuit breakers to be sure they are in good working condition.
- Develop a checklist of home safety steps to use on a daily basis, monthly or bimonthly basis, and prior to vacations. Include such activities as checking door locks nightly, making sure the oven and stove are turned off after use, clearing sidewalks of ice, replacing smoke alarm batteries, stopping home delivery of mail and newspapers before trips, unplugging electrical appliances like refrigerators, televisions, VCRs, and computers when leaving for extended periods, and giving a neighbor or friend a number where you can be contacted in case of an emergency. This list can be presented in a number of ways – laminated for daily check-off and re-use, in pictorial form for non-readers, or posted on bulletin boards. It should be individualized to address the particular needs of the person and their homes.
- Identify fire evacuation routes from the classroom, home, and workplace. Regularly review fire safety rules and ways to react when caught in a fire.
- Invite an electric company representative to class to discuss electrical safety and possible hazards within the home.
- Put together a box of candles, candle holders, and matches and keep in a centrally-located spot in the home. Keep flashlights throughout the home.
- Discuss safety issues related to using ladders and stools, reaching for and lifting objects, and using common household tools.
- Keep a list of emergency numbers for utility companies near the phone (e.g., gas, electrical, water, furnace, and cable TV provider).
- Ask people to determine if their home's electrical service is on a fuse or circuit system. Invite an electrical maintenance person in to discuss the differences in systems and repair techniques for each.
- Discuss possible reasons for the high incidence of accidents occurring in the home and list some strategies for prevention.

Grooming and Hygiene

Keeping Yourself Clean

- Identify common personal care products and discuss their uses and purposes.
- Invite a health professional to speak on the consequences of poor hygiene.
- Encourage individuals to keep some emergency personal care products in their lockers (toothbrush, toothpaste, dental floss, deodorant, extra make-up, skin lotion, etc.) These can also be used during any grooming instruction.
- Teach personal care skills in an appropriate location to assure privacy and to encourage generalization across environments (i.e., tooth brushing should be done at a bathroom sink, not in a classroom).
- Access (regular) health classes and consult with health education specialists during program development.

Making Yourself Look Good

- Use magazines and have individuals discuss current fashion. Some may enjoy cutting out pictures and putting together a collage.
- Develop two imaginary, same-aged peers of the class; one takes care to look his or her best and one does not. Generate lists to describe their characteristics, noting the minimal effect money or status has on presenting a well-kept appearance. Describe the reactions of several key groups – employers, parents, friends, and teachers – to each of the imaginary figures.
- Invite a hair stylist into class to discuss hair care, simple and inexpensive hair fashions, and new styles for young men and women.
- Explore personal coloring enhancement using either a guide or consultant to determine the shades which compliment each individual's skin tones and hair color.
- Discuss ways to pamper and boost personal care images – having a manicure, getting a new haircut or style, going to a tanning salon, visiting a salon for a facial or doing one at home.

Choosing Clothes and Shoes

- Substitute Velcro for buttons.
- Attach string to zippers.
- Replace shoestrings with elastic or purchase shoes with Velcro closures.
- Avoid wide legs or sleeves which may get caught in wheelchairs.
- Wear tops made of non-pulling fabric if using crutches.

- Consider pleats and raglan sleeves for greater movement.
- Remember that woven fabric slides over braces easier than knits.
- Discuss the different types of clothes appropriate for different activities – parties, school, work, dances, recreation programs, church, etc. Pair up the activities and outfits. Some pairs will be very different (i.e., church and parties) while some may be quite similar (i.e., recreation and school).
- List jobs that have dress codes and define what would be included in each situation. Discuss why certain occupations have specific restrictions on worker apparel.
- Encourage individuals to keep a card with their clothing and shoe sizes in their wallets to assist with shopping.
- Using magazines of current fashion, ask young people to examine current trends and styles. Discuss the longevity of some styles and others that may be short-lived. Stress the importance of evaluating clothing and shoe purchases in relation to how long it may or may not be in style and identify ways to make stylish and economical purchases.
- Identify seasonal clothes factors and discuss dressing for the weather. List clothes items appropriate for more than one season and ways to extend wardrobes (i.e., layering, color coordination, multi-purpose shoes, etc.).
- Discuss trying on clothes at a store, including proper manners (closing curtain, putting items back on hanger, taking care not to soil item, etc.)
- Encourage individuals to save their receipts after making a purchase in case a return is necessary.
- Identify the location of care instructions on garments being worn by the individuals. Discuss what the instructions mean and the implications in regards to cost and ease of care.
- Access (regular) consumer homemaking classes for training in sewing and creating clothes.
- Demonstrate correct usage of washers and dryers, including commercial machines (i.e., coin-operated).
- Demonstrate safe usage of irons.
- Identify the use of various washing products – fabric softener, bleach, detergent (powder and liquid), dryer sheets, starch, stain remover, etc.

Personal Development

- Identify what it's like to be growing up. Encourage individuals to reminisce about what they were like when younger, what types of things were important to them, and how they interacted with others. Have them compare those behaviors and values to what they do and feel now, and how current perceptions may change through the years ahead.

- Develop methods so that everyone can express basic needs and wants (verbal, written, pictorial, sign, etc.).
- Consult with parents or caregivers to ascertain what type of information they would like to have addressed in the area of personal development. A questionnaire or survey might get general information that can be followed up with personal conversation and discussion.

What Influences Personal Development?

- List ways society influences the behavior of young people. Highlight subtle messages given through media presentations of idealized youth.
- Identify positive and negative images that may be pushed upon young people be external forces (ex.: being thin, smoking, drinking, doing drugs, wearing the "right" clothes, staying in school, etc.). Distinguish steps young people can take to assert control over these messages and their influences.
- Examine the roles parents play in the lives of young people with disabilities. Have them develop a composite of each parent/caregiver, including what the person does or does not do on their behalf.
- Encourage non-hostile discussion of ways they can more fully communicate with each other.

Interactions with Others

Stranger? Acquaintance? Friend? Loved One?

- Using people particular to each individual's life, have them label the people as "stranger," "acquaintance," friend," or "loved one. This may work more effectively with photographs of each person.
- Expand on the above classifications by asking for a description or demonstration of the interactions appropriate to that type of relationship.
- Role-play making introductions and meeting new people.
- List ways people treat friends. Discuss how friendships form and how they sometimes end.
- Play charades using interaction behaviors such as "courteous", "rude", "friendly", "lonely", "polite". etc. Rules can be modified to allow words and interaction with another player.
- Identify places and ways to meet new people. Discuss the pros and cons of each opportunity and things to watch out for when with unfamiliar people (i.e., date or acquaintance rape).

- Introduce correct telephone usage and ways the phone can be used to establish and maintain friendships.
- Role-play asking people to visit, go to a movie, play a game, etc.
- Discuss appropriate times to call friends.

What is Appropriate Social-Sexual Behavior?

- Ascertain what social-sexual topics the parents are comfortable with having the school address. If a curriculum is being developed, it may be helpful to establish a work group to discuss content area. The work group could include teachers, parents, administrators, students, and possibly a health educator or other professional with a background in human sexuality education.
- A needs assessment addressing topics of social-sexual education could be given to young adults with and without disabilities. Questions could focus on areas such as dating, birth control, disease information, relationship development, sexual orientation, and parenting. Respondents should indicate their age and sex, but no identifying information. Results could be analyzed to determine instructional emphasis.
- List sexually-transmitted diseases, their cause, transmission, and long-term effects. Discuss ways to avoid transmission and what to do if signs of infection appear (i.e., symptoms, types of testing, and agencies providing testing).
- Identify qualities of "ideal" boyfriends or girlfriends. Discuss why these qualities are important and the ways two people complement each other.
- Provide general terms such as *romantic, attractive, boyfriend, girlfriend, steady relationship, intercourse, kissing, intimacy,* etc. List alternative, slang terms for the same words. Discuss the connotations and meanings of the slang terms.
- Invite a health professional in to discuss various forms of birth control, pregnancy, and childbirth.
- Designate behaviors as "public" or "private" and present pictures of various behaviors or interactions to be labeled.
- Discuss personal boundaries and how to recognize appropriate distances (i.e., personal space).
- Identify times when a friend was/is counted on for support.
- Role play assertively requesting items or privileges from parents, friends, caregivers, teachers, siblings, and service providers.

Summary

As a paraprofessional, you may play many roles in students' transition to community living. Because one of your main roles may be as an information provider, it's important that you're aware of the community living options presented in this chapter. You may also find that you're an important source of both formal and informal support for students during this time. This chapter has presented a wealth of suggestions about how to provide that support. Students' decisions about where and how they will live may be the single biggest decision they are faced with at this stage of their lives. For this reason, it's particularly important that you listen carefully to students and respect their individual needs and preferences.

Questions to Ponder

- Students may be presented with many options for how and where to live. As an adult, do you think that a new living situation should provide a mostly comfortable experience or a mostly challenging experience? Will you be able to separate your preferences in this regard from the preferences of your students?
- After reading this chapter, you may have a new appreciation for the number of little decisions that you make and the number of activities that constitute a day in your life. How many of those activities would you consider "absolutely necessary" in order to live independently? Can you get that list small enough that you feel you could teach them all to a young adult?

9

Chapter Nine

Post-Secondary Education

75 Introduction

75 Section 1 Planning for Post-Secondary Education & Training

83 Section 2 Post-Secondary Options for Students with Disabilities

86 Summary

87 Questions to Ponder

Introduction

To succeed in a post-secondary setting, students must learn to function without many of the supports they were used to receiving from their high school. To do this, they must begin to develop new skills that will foster the maturity and independence they'll need to survive as adult students. Acquisition of the skills described in this chapter – self-advocacy, understanding strengths and limitations, social interactions, self-monitoring, time management, study skills, and problem solving – will prove invaluable for students who decide to move into a formal education or training program after high school.

This chapter begins by offering a few strategies for paraprofessionals assisting students to acquire knowledge and skill in each of these areas. We will also explore some of the unique accommodations that students with disabilities may require to ensure their full participation in a post-secondary setting. Lastly, we will provide an overview of the post-secondary education and training options available to students as they leave a high school setting.

Upon completing this chapter, you will be able to:

- Acquire strategies in the areas of understanding strengths and limitations, self-advocacy, social interactions, self-monitoring, time management, study skills, and problem solving to assist students in preparation for post- secondary education.
- Recognize and be able to generate appropriate accommodations for students with disabilities entering post-secondary settings.
- Be familiar with common education and training options available to students after high school.

Section 1

Planning for Post-Secondary Education & Training

When working with students who are planning for post-secondary education and training, it's especially important to give them as much freedom and responsibility as possible. The more opportunities students are given to self-advocate and attend to their own needs, the better off they'll be when they enter the post-secondary world. Paraprofessionals who work closely with students in this planning process should carefully prepare the student for what is involved and expected in various post-secondary education and training programs. The following are a few teaching tips to assist students make this important transition.

Paraprofessional Strategies in Planning for Post-Secondary Education and Training

Understanding Strengths and Limitations and Learning Styles

- Help individual students generate a list of strengths and limitations. Discuss student characteristics as they pertain to success in post-secondary education and training settings.
- Discuss different learning styles with students and help them determine ways they learn best.
- Teach students about the common characteristics of a variety of disabilities. Invite former students with those disabilities to talk to students about their strengths and limitations in post-secondary education.

Finding Support in Areas of Limitation

- Identify available community resources and support organizations for people with specific limitations and disability issues. Help students collect this information and add it to their personal transition files.
- Help students organize a personal transition file that can be used in the post-secondary application process. Following is a list of possible areas to include:
  - **Personal information:** name, address, telephone number, emergency contacts, pertinent medical information, description of disability, list of strengths and weaknesses, financial support, vulnerability issues.
  - **School information:** program descriptions, a copy of the last IEP and IEP goal areas, progress reports, recent assessment results, learning styles, accommodations needed, special concerns, long-range goals, and documentation of the disability.
  - **Vocational information:** work experiences, level and types of support, special concerns, long-range goals.
  - **Residential information:** type of living arrangement, level of independence, accommodations, special concerns, long-range goals.
  - **Recreational/leisure information:** preferred activities, club memberships, identified community programs and sponsors, accommodations, special concerns, long-range goals.
  - **Transportation information:** current mode of transportation, community accessibility issues, costs, accommodations, impact on long-range goals.
  - **Advocacy and support services:** community support services and advocacy groups, current membership and participation, long-range goals.

Self-Advocacy

- Define and discuss *self-advocacy.* Ask each individual to describe an incident where self-advocacy was or could be needed.
- Define *assertive behavior, aggressive behavior,* and *passive behavior,* and ask students to give examples of each. Role play a situation three different ways, using each type of behavior as a response, and discuss the results of each. Mock situations can include such incidents as being denied a service due to a disability, working out an alternative test-taking system with an instructor, and discussing post-secondary plans with parents who have differing viewpoints.

Student Participation on IEP/Transition Planning Teams

- Discuss the importance of the Individual Education Plan (IEP) with students and describe their roles on the IEP/Transition Planning team. Stress the impact of team decisions and the need for students to attend and participate in these planning meetings.
- Prior to IEP/transition planning meetings, discuss aspects of the transition planning process with students and help them gather information that they can present to team members. Implement a student-centered planning strategy, such as the I-PLAN (developed by A.K. Van Reusen and C.S. Bos and described in *Teaching Exceptional Children,* Summer, 1990). Encourage active involvement by students in all levels of planning and program implementation.
- Help students determine long-term goals and have them list what they think they might be doing in one, five, and ten years. Encourage them to be as descriptive and creative as possible, listing job titles, annual income, home location, marital status, and leisure activities. Then determine the types of education and support needed to reach these goals. Discuss this time line in relation to IEP/transition planning.

Student Self-Advocacy for Their Rights as Citizens

- Inform students of rehabilitation and disability rights legislation. Discuss the impact of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Identify the personal responsibilities associated with these laws and ways to determine if a violation has occurred. Help students identify who to contact if their rights have been violated.
- Define and discuss *discrimination.* Identify ways that groups of people, especially those with disabilities, may be discriminated against. Ask students to talk about times that they have felt discriminated against.
- Role-play an initial interview with admissions personnel at a

post-secondary school. Identify the materials and types of information that should be shared at this interview. Review questions that may be asked and appropriate responses. Also, generate some questions that could be discriminatory and could violate an individual's civil rights. Discuss ways that interviewees can advocate for their rights in these situations. Develop guidelines on how to safeguard against discrimination while still disclosing the information needed to access specific programs, support, accommodations, and financial aid.

Student Advocacy for Accommodations in Post-Secondary Settings

- Define *reasonable accommodations*. Help students identify accommodations they currently use and those that they will need to be successful as post-secondary students.
- Provide students with information on accommodations and support available in most post-secondary institutions. Role-play ways to respond to situations where accommodations needed and requested are denied because of cost and inconvenience.

Social Interaction

How Do People Interact Non-verbally?

- Identify non-verbal modes of communication, such as eye contact, posture, and facial expression. Demonstrate ways to present a message, both positively and negatively, without speaking.
- Videotape students in role-playing situations where they need to convey a variety of messages and discuss the impact of nonverbal signals. Discuss ways these signals can bolster or impede communication.

What is Social Etiquette?

- Implement a systematic social skills program dealing with areas like manners, private and public behavior, and self-control.
- Develop a list of socially acceptable manners and when they can be used across a variety of settings and situations.

How Can Students Meet New People?

- Role-play meeting new people in a class, at a party, or in the community. Teach students how to initiate conversations and relationships. Teach students how to request information using the phone and in person. Allow students to ask for information when it's needed.
- Identify characteristics of a good roommate and make a list of things to consider when choosing a roommate. Discuss concerns about sharing living space, strategies for dividing chores and expenses, and how to assure privacy.

Self-Monitoring

Monitoring Tasks and Goals

- After students complete a task, ask them to rate their performance based on quality of work, accuracy, timeliness, etc. Compare teacher and student ratings and discuss areas of discrepancy.
- Encourage students to regularly review their own performance on several daily tasks.
- Periodically invite students to assess the progress they have made on their transition goals. Determine if new objectives and/or methods need to be considered.

Monitoring Your Own Behavior

- Help students reward themselves for a job well-done. Then review the pitfalls and failures that are a part of one's life. Help students look beyond their failures.
- Discuss ineffective ways to self-monitor, such as constantly comparing oneself to others, setting unrealistic goals, and relying on others for all reinforcement.

Time Management

Managing Daily Activities

- Encourage students to wear a watch. For students who have difficulty telling time, a watch with an alarm function may be helpful. Discuss the importance of keeping track of time throughout the day.
- List daily responsibilities on a "to do" list.
- Help students coordinate a schedule for their entire day, including school, work, leisure and recreation activities, and home.
- Help students decide whether they are "morning" or "night" people and discuss the impact of energy on daily activities.

Prioritizing Tasks and Responsibilities

- Develop strategies for prioritizing tasks and responsibilities. List questions to ask when deciding which tasks should be completed first. Discuss ways to handle conflicting and overlapping activities.
- Help students combine activities that have common elements such as person or place.
- Identify common time wasters and ways to avoid them.

Managing Long-term Time Commitments

- Teach students to keep a calendar of important deadlines, due dates, and other information. Use school and community calendars as examples.
- Help students plan a long-term project. Break the project down into a series of tasks, each with its own time line. Mark time lines and progress on a calendar.
- Invite students to keep a daily diary for a month. Have them note what they did and how long each activity took. Evaluate and discuss.

Study Skills

Assessing Skills and Habits

- Discuss the importance of taking notes and outlining. Provide students with opportunities to develop these skills through their daily class work.
- Teach students to highlight the main ideas within texts and notes. Determine which methods work best for each student.
- Teach students to use such reference materials as a dictionary and thesaurus when studying. Identify study guides, glossaries, sample problems, and other study assistance within a textbook.
- Invite a student who is currently enrolled in a post-secondary school to discuss the differences between studying for high school and post-high courses. Ask the student to provide tips on how to prepare for post-secondary course demands.
- Discuss how different types of examinations require different types of preparation. For example, students study differently for multiple choice versus essay exams and for weekly quizzes versus a comprehensive final exam.

Getting Organized

- Encourage students to designate a spot in their home for studying. List the supplies needed for this space (for example, a light and a flat surface for writing). Discuss possible distractions in this study space.
- Make a list of school supplies needed in post-secondary settings.
- Ask each student to design a personal study plan, keeping in mind personal preferences for study conditions, times, and methods.

Learning about Study Groups

- Encourage the formation of study groups and discuss their advantages and disadvantages. Teach strategies these groups could use to maximize learning for all members.

- Pair students up with study partners in class. Have them compare notes, review materials, outline texts, and quiz each other.

Problem Solving

Some Strategies for Problem Solving

- Give students opportunities to practice stating problems clearly and concisely.
- Help students identify their personal priorities and things that they value. Teach them to use this list when solving a problem.
- Teach students to make a list of "pros" and "cons" to use when solving a problem. Practice this method on simple decisions such as deciding what to wear, and more complex problems such as choosing a post-secondary school.
- Role-play situations that focus on specific problems students may face in post-secondary settings. Ask students to list possible solutions and the advantages and disadvantages of each. Examples may include missing the bus on the day of an exam, being asked to work late the night before a project is due, becoming ill and having to miss class, running out of money, and revising a class schedule when a desired course is unavailable.

Getting Help Solving Problems

- Define *peer pressure* and the influence it may have over problem-solving capability.
- Discuss current problems privately with individual students and help them arrive at a positive solution.
- Discuss harmful and ineffective ways to address problems like drinking and drug abuse, quitting or running away, eating disorders, withdrawal, vandalism, and other destructive behaviors.
- Help students develop a list of people, resources, and information that may help them make decisions and solve problems.
- Help students gather information about resources that can provide relief for stress such as exercise classes, health clubs, creative arts programs, support groups, crisis hotlines, relaxation training, and mental health services.

Accommodations for Students in Post-Secondary Education and Training Settings

Students with disabilities often need post-secondary programs modified in order to be successful. In order to arrange program modifications, the post-secondary institutions require verification of a disability. Students diagnosed as having disabilities but no longer receiving special education services in high school are eligible for support and accommodations at the post-secondary level.

According to federal legislation, the right to reasonable accommodations is guaranteed for every individual with a disability. Specific accommodations should be identified while students are still in high school. Assistance can be gained from personnel at an office for students with disabilities at most post-secondary schools when making arrangements for accommodations with faculty for a specific course.

The office for students with disabilities is provided by the post-secondary institution to promote program and physical access which protects the rights of students with disabilities and assists the school with meeting its obligations under federal and state statutes. The office for students with disabilities works to provide or arrange accommodations to ensure access to programs and facilities, improve the understanding and support of the campus environment towards individuals with disabilities, and increase the enrollment and retention of students with disabilities. All of this is accomplished by providing students with disabilities access to the same learning opportunities as non-disabled students.

Three broad categories of adaptations that may be helpful to students are outlined below with some examples of accommodations that can be made:

Course Preparation

- Early registration
- Early syllabus
- Detailed syllabus
- Early text availability
- Classroom location
- Special seating arrangements

Skills Development

- Basic academic skills development
- Word processing
- Library assistance
- Paper writing help
- Time management
- Stress management

Classroom Adaptations

- Interpreters
- PA system amplification (Telex, Phonic Ear)
- Taped lectures
- Note takers
- Lab aide, partner
- Alternate assignments, extended deadlines

- Taped textbooks
- Tutoring
- Adapted testing: time extensions, quiet space, reader/scribe, alternate format, taped exam, oral exam
- Calculator use in class
- Misspellings not penalized

Section 2

Post-Secondary Education Options for Students with Disabilities

Each type of post-secondary education and training setting offers different programs and courses to meet a great variety of career goals. Potential post-secondary students should learn about programs in their interest area and types of services available to meet their needs. A careful review of the information collected about a student's strengths and limitations will also help students decide on whether a particular program is suited to their future goals.

This information may be gained from high school guidance counselors, vocational education teachers, work experience coordinators, or counselors from the Division of Rehabilitation Services. Post-secondary education and training institutions are obligated to provide reasonable accommodations to students with disabilities. Each school has an affirmative action or 504 officer responsible for arranging accommodations. Many schools have specific offices for students with disabilities where supports are arranged and provided. See Appendix E for listings of contacts for services for students with disabilities at Minnesota's colleges and universities.

Technical Colleges

Technical colleges offer students opportunities to receive training in a specific occupational area with employment as the training goal. These programs are often reflective of an actual workplace with vocational skills and behaviors monitored closely (i.e., attendance, punctuality, self-improvement, attitudes, and independence). Programs vary in length from a few months to two years. Students who successfully complete a program may earn an Associate of Applied Science Degree or a specific certification or license, depending on their program. Programs may often be modified so that students with disabilities can obtain the skills needed for their desired career without officially completing an entire program.

Students who plan to attend a technical college should choose courses in their high school curriculum that apply to their career interests. Individuals may want to consider a program called "Two Plus Two". This program links the last two years of high school with the first two years of a post-secondary program. Another program that has evolved to facilitate the transition between high school and post-secondary education is called "Tech Prep". The premise of Tech Prep is that many secondary students aren't successful in typical academic high school programs. This program seeks to provide these individuals with a strong background in applied academics and basic vocational education while in high school. Then, a post-secondary program picks up where the high school program left off (without duplication) and offers competency-based training in a specific vocational area. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 has supplied grant money for several Tech Prep demonstration projects in Minnesota.

Community Colleges

Community colleges offer programs that culminate with either a certificate or Associate of Arts degree. These programs often provide liberal arts programs, giving students the opportunity to eventually complete a four-year degree at a college or university. They have transfer agreements with the University of Minnesota and the state universities. Many community colleges now include vocational and occupational skills programs that lead directly to a job. They offer a wide variety of services for students with disabilities. Admission is open to anyone who has earned a high school diploma, holds a GED certificate, or whose class has graduated from high school. Some programs require additional qualifications or prerequisites because of specialized content, and some may have enrollment limits. There are eighteen community colleges statewide.

College and Universities

Individuals who choose to attend a college or university usually intend to pursue a professional career. Potential students may have a specific career goal or just some ideas about the direction in which they would like to head. In either situation, it's important for potential students to review and evaluate several aspects of the colleges and universities that offer degrees in their interest areas. Colleges and universities offer several types of programs. Universities are usually quite large and offer undergraduate, graduate, and professional programs. Colleges are usually smaller and focus more on undergraduate training. Tuition varies greatly, with public institutions costing less due to tax revenue subsidies. Some schools are designed to meet the unique needs of a specific population. For example, Gallaudet University provides educational services for students who are deaf or hard of hearing.

The University of Minnesota offers programs leading to associate, baccalaureate, graduate and professional degrees. Students are expected to have completed certain courses before entering the University. Increased preparation requirements took effect for freshmen entering baccalaureate programs in September 1991 and for transfer students with thirty-nine or more quarter credits in fall 1993. Individual colleges, schools, or institutes of the University specify grade and test score requirements for admission. There are several campuses throughout Minnesota, including Crookston, Duluth, Morris, and the Twin Cities, with a total of 53,000 full-time students.

State Colleges

Minnesota's state universities have seven campuses state-wide in Bemidji, Mankato, Metropolitan, Moorhead, St. Cloud, Southwest, and Winona. Campus sizes range from 3,000 to 16,000 students. Bachelor and master degree programs are available in over one hundred subject areas.

Private Colleges

Private colleges have admissions standards that vary, and acceptance is based on some combination of performance in high school, PSAT, ACT or SAT scores, and often a written essay or letter of recommendation. Minnesota's private colleges enroll a diverse student body and eighty percent of the students currently receive financial aid.

A high school counselor or teacher who is familiar with college and university planning can be consulted to help individuals collect information about admission to a college or university. Once individuals have chosen the colleges or universities to which they want to apply, preparation for admission should begin. High school courses should emphasize academic and liberal arts areas. Some students with disabilities may need accommodations in these courses while in high school to maximize their level of participation and success.

While academics receive the primary focus during the admission process, high school extra-curricular and community activities also receive consideration. Information about these activities should be included on applications and in interviews. Many post-secondary institutions offer scholarships and other forms of financial assistance for students who have demonstrated exceptional scholastic, creative, athletic, or leadership qualities.

Many colleges and universities require potential students to complete entrance examinations. These examinations are usually taken during high school and may require some preparation.

Students may want to consider accessing books and workshops that describe the protocol and format of specific tests and provide information on effective test-taking techniques. Prearranged accommodations can be made for students with disabilities who register for the Scholastic Aptitude Test (SAT) and the American College Testing Assessment (ACT) with proof of disability and a verified need for accommodations. These accommodations may include increased time to take the test, having the test read or on tape, assistance with marking answers, and large print materials.

Other Post-Secondary Education and Training Options

There are several education and training options available to individuals whose career goals don't fit within the confines of programs offered at colleges, technical colleges, or universities. Programs to explore include trade schools, community education, apprenticeship, military service, and vocational and habilitation programs. Students should be encouraged to collect information about several programs. Personal interviews and site visits are highly recommended.

For some individuals with disabilities, creative programs can be collectively designed with the assistance of their transition team and other family and community members. For example, a specialized vocational training program may be an appropriate choice for individuals who have chosen careers that require more focused, specialized training. These programs may include careers in cosmetology, business, electronics, sales, paralegal services, health care, and others. Many of these programs are offered through private schools that are accredited and licensed by the specific professional associations responsible for monitoring and training. Most of the instructors have direct experience in the field and can offer invaluable insight and advice, with on-the-job training available.

Adapted with permission from *Teaching the Possibilities – Post-Secondary Education and Training.* 1992. Minnesota Department of Education.

Summary

As we contemplate assisting students with disabilities in making the transition into a post-secondary environment, we can't help but develop a deeper understanding of how multi-faceted this transition can be. The first step in planning for this transition is often an assessment of a student's skills and knowledge. The next step may be to provide appropriate training to foster the necessary maturity and independence for the student to thrive in his or her next setting.

Students entering post-secondary settings may require some accommodations in order to fully participate and succeed. Paraprofessionals can be an important source of assistance and support as students plan for desired accommodations and then self-advocate for their provision.

This chapter has highlighted some common issues associated with the "school-to-school" transition. As we have seen, there are many post-secondary options available for students with disabilities. As students consider their options and plan for the future, paraprofessionals can be instrumental in providing information, support, and assistance.

Questions to Ponder

- This chapter started by elaborating on six skill areas that are invaluable to students as they enter formal education or training after high school. Are these six skill areas unique requirements of post-secondary institutions? Can you think of ways that these skills help you and your students to grow and learn in other areas of life?
- Have you participated in any post-secondary education? Do you remember the feelings that you had as you began this new level of training? Looking back, what kinds of assistance and support would have made the transition easier for you?
- Spend some time thinking about the relative advantages and disadvantages of large vs. small post-secondary institutions. In general, larger institutions have a larger resource base to accommodate people with disabilities but can also be more socially overwhelming. Smaller schools might feel more personal and friendly for a student but be less willing or able to accommodate any special requirements. How can a student weigh these differences when making post-secondary choices?

10

Chapter Ten

Community Participation

89 Introduction
89 Section 1 Strategies for Fostering Community Participation
94 Summary
94 Questions to Ponder

Introduction

To achieve independence as adults, students must be knowledgeable about the resources available in their communities and have the skills to access them. Students must identify their basic needs and then work to develop a "working knowledge" of the resources they will regularly need to live independently as adults.

Upon completing this chapter, students will be able to:

- Begin to develop some strategies for teaching students how to access their community in the areas of transportation, financial planning, medical and dental care, and consumer awareness.

Section 1

Strategies for Fostering Community Participation

Most of the paraprofessional's work in this area will be carried out in the community. This often involves accompanying a student as he or she learns such skills as using an automatic teller machine, purchasing clothes or groceries, or riding the bus. All of these activities are time-consuming and often require that you practice them on many different occasions to be sure the student has truly mastered the task to the best of his or her ability.

Paraprofessionals should check their school's policy on transporting students off campus. Liability issues may prohibit you from using your own vehicle to drive to a community learning site. If possible, use public transportation for these types of activities. Using a mass transit system can be a wonderful learning experience in and of itself.

Transportation

Getting from one place to another can be very difficult for students with disabilities who don't drive. Learning about transportation options and how to use them is a crucial part learning to access one's community. Here are some tips for using public transportation:

- Assist students to learn bus routes using schedules and the bus company as resources.
- Ride the bus with students, walking them through the steps until they can do it themselves. Once you think they can do it on their own, follow along in your car as they take their first few rides alone.

- Assist students in asking for directions before they embark on a trip and also if they get lost.
- Role play a situation where the student gets lost. Identify appropriate people to ask for help.

Here are some tips for using private transportation:

- Explain how car-pools can be arranged and used when you travel to and from the same area with other people. Brainstorm with students on where they could use car-pooling in their lives.
- Explore options by calling or visiting companies and local organizations that provide transportation services such as County Transportation, local Arcs, or Metro Mobility.
- List taxi services and phone numbers for students, including prices to and from their most common destinations.

Medical and Dental Care

Here are some tips for getting help for illness or injury:

- Encourage the carrying of an emergency medical information card at all times. These cards should include the person's address, telephone number, emergency contacts, doctor's/dentist's names and numbers, preferred hospital, blood type, insurance/medical assistance information (including number), allergies, existing medical conditions, and special considerations (i.e., uses sign language, wears leg brace, may become anxious, etc.).
- Develop open enrollment program with the high school or Red Cross health/first aid instructor and integrate students into existing courses, with support, if necessary.
- List symptoms of illness that are valid excuses for staying home from school or work. For each symptom, give an example of the type of care needed to address it and draw attention to the symptoms that require the involvement of medical and dental professionals.
- Invite a community health nurse in to discuss infectious diseases and ways to minimize risk of exposure.
- Introduce common and serious diseases and distinguish between the levels of care available. Major diseases such as cancer, heart disease, and AIDS should receive comprehensive coverage, with local health professionals invited in to provide current information.
- Discuss medical insurance and the rising cost of care. Provide information about various options such as health maintenance organizations, Medicaid, Blue Cross/Blue Shield, etc.
- Encourage self-advocacy and assertive communication styles.

Role play positive and negative doctor/patient interactions.

- Review emergency procedures (i.e., when to call 911).

Getting and Using Medications

- For people using medications daily, develop a chart to remind them of the times and dosages. This can be done pictorially and/or can accompany a medication administering box with each day's pills laid out in separate compartments (these can also be done for an entire week).
- Invite a pharmacist to speak about his or her role and responsibilities, the difference between over-the-counter and prescription drugs, cautions to take with medication, the emergence of generic drugs, and other topics.
- List the basic medications and first aid supplies to include in a home first aid kit. Describe the proper use of each item.
- Discuss medication expiration dates, dosage levels, special instructions (such as "take with milk," "take two hours after meal or four hours prior to meal," "take all medication unless instructed otherwise by physician," etc.), and warnings concerning mixing medication with alcohol, taking when pregnant or nursing, combining with other drugs, or using when under treatment for certain chronic health conditions (e.g., hypertension, diabetes, or heart disease).

Finding/Choosing a Doctor or Dentist

- Compile a resource center of information to assist people with disabilities locate doctors and dentists in their area. Give contacts for referral services coordinated through hospitals, advocacy groups, or health maintenance organizations.
- Discuss the restrictions placed on choosing a doctor/dentist by various health insurance groups and the differences such groups may have in payment for services. Use actual forms needed to procure the payment.
- Provide information about mental health services and ways to access public and private service providers. Invite a clinical psychologist to discuss types of care (in-patient, out-patient, group therapy, individual therapy, etc.), and ways to access programs.

Making Health Care Appointments

- Role-play making appointments for doctor and dentist appointments. Remember to have medical record numbers handy for those people with health maintenance coverage.
- Identify the issues to address when visiting a doctor or dentist and rehearse expressing these concerns to medical personnel.
- Discuss the costs of medical and dental care and the importance of having insurance coverage.
- Explore ways medical coverage can be obtained, including

having an insurance policy through an employer, carrying an individual policy, being included on a parent's policy, having medical assistance, and accessing community health services.

Receiving Financial Assistance for Medical Needs

- Medical Assistance (MA) is a state-funded program designed to alleviate medical costs for eligible recipients. The program pays for such things as medical office visits, prescriptions, glasses, hospital and nursing home care, therapies, hearing aids, and medical equipment. In addition, a person's MA monies are often used to cover supervised housing placements (i.e., licensed group homes) and to pay for a personal care assistant. Those Minnesota residents receiving social security benefits automatically qualify for MA funding. If they are currently ineligible for SSI, they may be able to receive MA later when they are twenty-one years old. If SSI checks are reduced or discontinued (commonly due to an increase in income), the recipients may be able to continue their MA coverage. (Income ceilings are higher for MA eligibility and an individual may have up to $3,000.00 in resources.) If a person's income is above eligibility levels, but monthly medical bills are high in relation to the income, the individual may qualify for a spend down." This allows for a sharing of medical costs, with the person paying for part of it and MA paying the rest. In addition, after SSI or SSDI cash benefits end, an individual can still be eligible for assistance if high medical expenses are common. Attendant care, prescriptions, and special equipment may qualify as work-related expenses.

Consumer Awareness

What Is Consumer Awareness?

- Choose several items and research their quality ratings through consumer magazines.
- Determine the best buy for the money and distinguish the factors leading to that decision.
- Develop exercises using mail order catalogs, having young people fill out the forms and figure additional costs, such as tax, postage, and handling.
- List quality indicators to look for when buying:
  - Clothes
  - Shoes
  - Electrical appliances
  - Furniture
  - Cars
  - Plants
  - Food (e.g., fresh vegetables and meat)

  - Homes/apartments
- Identify ways in which the cheapest deal may not always be the best deal for the money.

Why We Need Consumer Protection

- Describe situations when a consumer advocacy organization may be needed.
- Develop a list of consumer rights and ways to protect these rights.
- Practice writing or calling a vendor whose product/service was less than satisfactory.
- Role play ways to confront a sales person with faulty merchandise, stressing assertive communication skills.

Financial Planning

Getting Money

- Invite a county case manager to present information about various financial assistance programs to students and parents.

Budget Your Money

- Assist the student to determine whether the following are income, fixed or flexible expenses:
  - Food
  - Telephone bill
  - SSI check
  - Concert ticket
  - Wages
  - Shoes
  - Credit card bill
  - Trip to zoo
  - Welfare check
  - Bus fare
  - Cable TV bill
  - Doctor bill
  - Rent
  - Water bill
  - Electric bill
  - Unemployment check
  - Car insurance

Using a Bank

- Visit a cash machine/ATM and describe and demonstrate how it works.
- Visit local banks and have personnel describe services, different accounts, and budgeting.
- Acquire actual checks, checkbooks, account logs, etc. for use in teaching a checking and banking unit. Give worksheets or invoices to be logged on the checks and into the record book. Stress balancing records with bank statements.
- With the assistance of family/residential service providers, open up individual checking and savings accounts with each individual at their neighborhood bank.

What is Credit?

- Invite a credit officer from a local bank to speak about credit, loans, interest rates, payment schedules, foreclosure, and application processes.
- Discuss the pros and cons for using credit cards. Note problems that may arise if cards are used carelessly or with no restraint.
- Examine monthly credit statements from stores and/or bank cards (VISA, MasterCard, Discover, etc.). Draw attention to the total cost of the purchases, the percentage of interest being charged, and what payment would be required to pay off just the amount accrued by the interest.
- Discuss the implications of a poor credit rating.
- Contact a store to open a limited credit account for individuals to use to develop a credit rating, and to obtain practice in paying monthly bills.

Adapted with permission from *Teaching the Possibilities – Home Living,* (1990) Minnesota Department of Education.

Summary

This chapter represents a very brief exploration of only four of the ways that a student might come in contact with his or her community. This chapter isn't meant to be exhaustive in this regard. It's best used as model for how you might approach any of the myriad of possible ways that students can participate in their communities.

Questions to Ponder

- How do you define "community participation"?
- What are some strategies to increase an individual's access to the community?

11

Chapter Eleven

Recreation & Leisure

95 Introduction

95 Section 1 Planning for Recreation & Leisure Options

96 Section 2 Paraprofessional Strategies

104 Summary

104 Questions to Ponder

Introduction

Planning for recreation and leisure activities is an integral part of the overall transitional process for students with disabilities. Until recently, students with disabilities were largely excluded from participating in programs with their peers without disabilities. This often resulted from general misperceptions of the ability of students with disabilities to participate, as well as a lack of understanding of how obstacles of participation could be overcome. Fortunately, the trend is changing and students with and without disabilities are recreating together in a variety of programs and activities.

Upon completing this chapter, you will be able to:

- Understand the distinctions between inclusive and accessible recreation, integrated recreation and systematic supports, and adaptive and "special" recreation.
- Begin to develop a set of strategies to assist students plan and implement their transition into adult recreational activity.

Section 1

Planning for Recreation & Leisure Options

Because recreation and leisure activities are so varied and individualized, this area of transition planning requires that students identify their own interests and preferences. Much of the paraprofessional's work is done in the settings where various activities and programs take place. This chapter will discuss the different types of leisure options and provide strategies on how to support students as they explore different recreational and leisure experiences.

Three general types of recreation and leisure options are typically available:

Inclusive and Accessible Recreation

These types of recreation and leisure activities are available to everyone regardless of the participants' skills and abilities. They are accessible if the participants can easily enter, participate in, and exit the setting in which the activity occurs. Inclusive and accessible recreation activities allow students with disabilities the same choices and opportunities to enjoy a leisure lifestyle as their same-age peers without disabilities. This is the ultimate goal for students with disabilities when planning recreation and leisure activities.

Integrated Recreation and Systematic Supports

Students with disabilities often require some support and assistance in order to participate in recreational activities. This support varies greatly depending on the needs of the individual and their activity of choice. Common supports include one-on-one assistance with the activity; adaptations of equipment, game rules and procedures; and direct facilitation of the social dynamics of an activity so participants with and without disabilities can benefit

Adaptive or "Special" Recreation

These "special" recreation programs are typically designed for individuals with a specific disability, and consequently segregate participants from others who don't fall under that disability category. It's important for students who participate in these types of programs to also be exposed to recreational opportunities with individuals who don't have disabilities. For example, a student who participates in Special Olympics could use his or her community YMCA to practice and train for the event.

Section 2

Paraprofessional Strategies

It may be helpful to think of recreation and leisure activities in the following categories when working with students in this area of transition planning:

- Leisure alternatives
- Going out on the town
- Leisure at home
- Break time at work
- Publicly supported leisure services
- The great outdoors
- Extracurricular fun at school
- Vacation travel
- Membership organizations

The rest of this section is devoted to providing specific strategies to assist you in exploring each of these options as you help students plan and implement their recreation as adults.

Leisure Alternatives

- Complete various leisure profiles or assessments. Discuss with students any personal barriers or obstacles to leisure participation they have experienced.

- Have students talk with parents, grandparents, and other older friends about their past leisure experiences. Discuss similarities and differences to students' current leisure.
- Bring in local weekly and daily newspapers, recreation program brochures, flyers, etc., that list and advertise upcoming events and recreational activities. Have students work in small groups to identify and list those that interest them. Discuss why they chose what they did.
- Have students plan a weekend that includes preferred leisure activities. Discuss possible obstacles and ways to overcome them.
- Have students write and/or orally report about a recent leisure experience. Why was it a leisure experience?
- Have students choose one particular school or community leisure event that is upcoming to attend. Have each report their experience.
- Obtain schedules from city and neighborhood parks, recreation, community education, and similar recreational agencies. Keep it current and review upcoming events weekly. Discuss ways to get involved and participate.
- Have a representative from various leisure agencies, such as community education or nature centers, visit the classroom to discuss their services. Formulate questions and assign students to ask staff during the visit.

Going Out on the Town

- Attend field trips to community leisure settings such as malls, movie theaters, community centers, museums, and zoos to familiarize students with the environment and the requirements for accessing them. Involve students in planning the outing.
- Have students keep a log of time they spend day to day. Do this for one or two weeks. Have students identify blocks of time they may have available to go on outings.
- Have students bring information about upcoming events and other activities and community events. They will need to read newspapers, listen to radio and TV, talk with friends and family, and so forth to find this information. See how many they can list.
- Have students choose one activity or outing to analyze. Have them answer the questions listed above.
- Ask students to go on one or more outings in the next month or so. Ask them to analyze, as above, two or more possibilities before choosing which to go on. Students should be prepared to discuss their experiences with the class. Ask what they would do differently or the same, next time. Have them choose a classmate to go with.

- Create a bulletin board where students can post upcoming events they learn about. Newspaper clippings, flyers, and handwritten announcements may be posted by students. Have sections labeled *Movies, Theater, Concerts, Sports,* and the like. Have students change the board each week.
- Purchase a large city map or have students make one of the community in which they live. Map the various sites where community events typically take place shopping centers, movie theaters, civic centers, fairgrounds, athletic fields, etc. For each venue, have students determine the distance to the site from their respective homes and list the various ways they can travel to the sites. Be specific by giving bus route numbers and names of friends with whom they can car-pool, etc.
- Have students prepare a budget for an outing, pick an activity to do on an outing (for example, a movie) and determine the total costs, including transportation, tickets, food during and after, etc.
- Have students, in groups of two or three, imagine how to "get ready" to go to the following leisure settings: a movie, rock concert, play, nice restaurant, county fair, friend's house, orchestra, awards banquet, wedding. Find out what they would do to get ready, how they would look, etc. Discuss their responses.

Leisure at Home

- Have students record their home activities for one to two weeks, detailing not only leisure pursuits, but time spent in such activities as eating, sleeping, grooming, and doing homework. Discuss how time is spent. Make a list and rank-order home leisure pursuits of students.
- Talk with students about television. Identify and discuss what programs they most frequently watch and why. Discuss the effects of watching too much TV at the exclusion of other pursuits. Find out what students would do if TV was outlawed for two weeks. Challenge students to turn off the TV for one week (which includes not playing video games and watching videos).
- Teach students about how families from different cultures spend their free time.
- Introduce students to common board and table games. Teach students how to play various games. Discuss the effects of playing board and table games. Discuss being a good or bad sport.
- Visit stores that sell role-playing games. Speak with the proprietor about this new type of game playing – why do these games interest people, how to get started, etc. Discuss ways students can connect with role-playing clubs. Discuss ways of incorporating playing these games into hobby development (for example, collecting and painting game pieces).

- Discuss hobbies. Determine if students currently have a hobby (for example, card or record collections). Have students bring their hobbies to share. Talk about how to start a hobby. Contact and visit businesses that promote hobby development. Talk with a community education coordinator about hobby-related classes. Find out if there are local clubs that promote particular hobbies. Find out how to join.
- Sponsor an all-school hobby fair. Have students bring in and display their hobbies and tell other students how to get started in the hobby.
- Have several board and table games available for students' use during free time at school. Designate an area where interested students can set-up and play – over time – a role-playing or fantasy/adventure-based board game. Start a jigsaw puzzle and let students add pieces whenever they pass by.
- Have students create a new board game. Have teams of students work together on this project. Take an age-inappropriate but familiar game (for example, *Shoots 'n Ladders* or *Candy Land*), and have students redo the game keeping the same rules and methods of play, but adapting it to be more age-appropriate.

Break Time at Work

- Have students imagine that going to school is their job and the classrooms are their work stations. Have them determine when they get breaks, where they spend breaks, and what they typically do during a break. Discuss how this is similar or different from typical work placements.
- Discuss breaks with the school's vocational work experience coordinator and learn what break options exist within companies that currently employ students. Have these work coordinators visit the class to talk to students about break options and their importance in various work settings (you may need to arrange initial meetings with employers to determine these options.)
- Role-play taking a break. Students can choose what to do for fifteen minutes.
- Discuss any pre-planning one would need to do to prepare for an anticipated break the next day at work. For example, ask students what they would need to do at home – pack a snack with lunch, include a deck of cards, bring coins for the vending machine, pack a personal stereo, or include a book or magazine.
- Ask students to interview one or both parents and/or a neighbor about breaks they take at work. Find out what they do and why. Share this information with the class.

- Invite personnel directors, business executives, and other personnel from various job sites throughout the community to share the relationship of leisure to work and the importance of taking breaks.

Publicly Supported Leisure Services

- Have representatives from the local parks and recreation and community education departments come to the classroom to talk with students. Have them bring current program schedules to pass out. Discuss how to use a recreation center. Practice registering for an enrichment class. Find out what additional supports, if any, are available to youth with disabilities.
- Walk or take a bus to the nearest recreation center for a guided tour. Make sure to spend time there so students can enjoy the offerings of the park and center.
- Arrange with a recreation center to teach students how to access and use the park and center. Class could meet there once a week, over a period of time (three to five weeks) so that students acquire the necessary skills to use the park and programs.
- Plan with the community education coordinator to arrange for an after-school service club that interested students can join and lead. The club could be sponsored by community education with a volunteer adult advisor recruited from other community education programs. Club members would also learn about other enrichment classes being offered and how to access them.
- Organize self-advocacy groups to go to parks and recreation centers and community education departments to enhance awareness of staff about ways to include youth with disabilities in programs and services.
- Attend a neighborhood advisory council or recreation association meeting to hear how parks and recreation and community education services are talked about by various community members and decision-makers.
- Have students go to their neighborhood recreation center and find out the following information: name of director, phone number of center, current program schedule (bring back flyers and schedules), facility layout, hours of center, any special rules, characteristics of typical park users (age, gender), etc. Hand in reports to teacher and photocopy. Have students make these into a resource guide for future reference.

The Great Outdoors

- Take a nature hike around your school, its playing fields, and neighboring streets. In teams of two to four students, observe and record plant and animal life. Talk about your findings in class. How did students feel about their observations?

- Ask students to visit one or more of these outdoor environments: backyard, neighborhood park, regional and/or state park. Have students report back on the characteristics of these environments which did or didn't make their visit interesting and worthwhile.
- Have students write to a national park office to request informational brochures about the parks. Plot the locations on a map of the United States. Determine the unique characteristics of these parks that might help to draw visitors. Discuss the implications of the location of the parks in relation to urban areas which may be nearby.
- Have students record outdoor activities they engage in over a two-week period. Have students write about an experience they particularly enjoyed and one they didn't especially like.
- In winter, have an ice-sculpture exhibition in the school yard. Students can work in teams of two to three people. Sponsor a winter festival for other students in the school.
- Create a mural depicting different outdoor activities which students in your class and throughout the school may or already enjoy doing. Make these seasonal murals and place them in locations for all to see.
- Help students rent snowshoes or cross-country skis and hike or ski in the school yard.
- Take students on a field trip to a nature center. Hike with an interpretive naturalist. Do a nature-related activity upon return to the center (for example, paper-making, molds of animal prints).
- In teams of two, have students collect litter around the school yard and immediate neighborhood. Weigh garbage bags and give a prize to the team that collects the most. Talk about ways humankind can eliminate pollution.
- Take students to a store that sells outdoor recreation clothing and equipment. Teach them about the best way to dress for a hike, cross-country skiing, canoe trip, or another outdoor pursuit. Have students list the equipment needed.
- Ask students to identify a favorite outdoor space around or near their homes and describe it to their classmates. What do they enjoy doing in this space?

Extracurricular Fun at School

- Infuse leisure-related activities in other curricula areas so that learning is fun for students. For example, teach math skills while playing Monopoly or bowling; teach history through role-playing board games; teach grooming and hygiene at the end of a workout at the YMCA; teach business by analyzing sports trading cards; and teach creative thinking through video games.

- Invite faculty advisors and club officers to talk with students about extracurricular activities available to them.
- Arrange for students to attend various extracurricular activities to observe and report back to class.
- Assist interested students in becoming active on Community Transition Interagency Committees, leisure subcommittees, community education advisory committees, etc.
- Help students problem solve any barriers that might be facing them.
- Have students look through yearbooks, school newspapers, and posters to find out about their school's extracurricular activities. Have them choose one or two activities to participate in.
- After determining five questions to ask about the activity, have students interview current members.

Vacation Travel

- Take students on a field trip to a travel agent. Have them talk with an agent about what to do to take a vacation. Collect travel brochures and discuss in class.
- Have students visit an airport, bus station, and train terminal. Talk with ticketing agents about procedures for making reservations, buying tickets, luggage allowances, and when to arrive at the terminals.
- Have students take a hypothetical trip. Have small groups of students (two or three each) determine a vacation spot. Students must plan the trip from start to finish – including the cost of tickets for all travel (land, water, air, parking, car rentals, etc.); travel restrictions, if any; clothing and luggage needs; who to contact before leaving (family, friends, utilities, paper, etc.); lodging; attractions; and so forth.
- Bring in clothing for a long weekend trip. Have students pack the suitcase. Discuss items that are missing or should not be included.
- Talk about travel spots. Have students identify where they have gone or would like to go. Have students look at brochures and newspaper ads for popular vacation spots. Locate them on the maps. Discuss transportation alternatives to these places.
- Help students practice writing postcards about a hypothetical trip. Have them mail one to themselves.
- Have guest speakers come in to show slides and videotapes of vacations they offer or of places they have been.

- Have students list any special accommodations they may need to go on a vacation and trip, such as wheelchair access, medications, other adaptive equipment, etc.

Sharing the Experiences: Membership Organizations

- As a class, take field trips to a nearby membership organization to learn about its focus, membership requirements, member benefits, and responsibilities. Have a staff member conduct a tour. If one-time guest passes are available for students, ask for and distribute these.
- Collect and compile a comprehensive resource file on membership organizations in your community. Students may assist by contacting and/or stopping into membership organizations to get literature.
- Using the guest passes obtained above, or by special permission of the member organization, plan an outing to use the facilities of the organization. Afterwards, discuss the experience with students, getting their personal feedback.
- Weigh and discuss the similarities and differences between membership in organizations as a form of leisure versus participation in community education and other publicly-supported leisure alternatives.
- Have students find a friend, neighbor, or acquaintance who is currently a member of an organization and interview them to determine why they joined.
- Discuss how membership in an organization may or may not enhance the social integration and community participation of students who have disabilities.
- Discuss specific barriers students may have with joining a membership organization. Explore ways to overcome these barriers.

Volunteering: Enjoying Oneself While Helping Others

- Contact a representative from your local Voluntary Action Center to visit your classroom to discuss volunteering and volunteer opportunities.
- Have students make and post a comprehensive list of volunteer activities they could realistically do in these different areas: home, neighborhood, school, church, parks, social service agencies, other.
- Assign students to do a specific volunteer activity for a school semester. Have them maintain a log and/or report back to the classroom on their experiences (good, bad, etc.).
- Have students compose an article for the school newspaper about the importance of volunteering.

- Talk with work site coordinators and/or employers about how, if at all, the volunteer activities of employees benefits the workplace.
- Talk with school administrators about using a school hallway bulletin board to post volunteer opportunities available for students. Have students change the bulletin periodically to update notices.
- Sponsor a Volunteer Expo and invite agencies to have informational booths to share volunteer possibilities with students, family, and community members who visit.
- Volunteer as a class to organize and run a water station at a local walk-a-thon
- Set-up and dismantle a community volunteer fair.

Summary

Recreation and leisure may be the most enjoyable of all transition activities. What better task can you imagine than to provide instruction and role modeling in how to have fun? We hope you're able to gain some vicarious pleasure as you help students plan their leisure time and that you have some opportunities to "play" with students as well.

Questions to Ponder

- The role of the paraprofessional may not be perfectly clear when it comes to helping students plan and implement recreational activities. Is it your responsibility to keep your students at "arm's length"? Is it part of your job to "have fun" with students? Are you comfortable simply enjoying yourself in the presence of your students?

Appendices

105 **Appendix A** **The Individualized Education Plan**

111 **Appendix B** **Disability-Related Legislation**

119 **Appendix C** **Transition Assessment Guide**

125 **Appendix D** **The Personal Futures Planning Process**

131 **Appendix E** **Transition Resources**

Appendix A

The Individualized Education Plan

Page 1 of IEP DRAFT – 9/93 ED-01878-02

INDIVIDUAL EDUCATION PROGRAM (IEP) PLAN

	DATE
IEP Written:	
Periodic Review Due:	
Last Comprehensive Assessment:	

A. LEARNER INFORMATION

Learner's Name	Gender	Grade	Birthdate	ID Number
Jessie Johansen	*F*	*12*	*12-31-75*	*122-34-5678*

Street Address *406 Any Lane* City, State, Zip *Swanville, MN 56666*	Primary Language / Communication Mode *English, Verbal*

School of Enrollment	School Phone	District Number
Swanville High School	*(612) 123-4567*	*123*

Learner's Permanent Resident Address	Resident District Number
same	*123*

B. PARENT/GUARDIAN INFORMATION

Name(s) of Parent(s)	Phone	Phone
Mark and Joan Johansen	*123-4567*	

Parent(s) Address (if different)	Primary Language	District Number
same	*English*	123

Guardian(s) / Surrogate Parent(s) Name(s) *same* ☒ Guardian(s) ☐ Surrogate Parent(s)

Guardian(s) / Surrogate Parent(s) Address (if different)	Home Telephone	Other Telephone	District Number
—			

C. IEP INFORMATION

Primary Disability	Federal Childcount Setting	IEP Type
Learning Disability	*Regular Education*	☐ Initial ☒ Annual ☐ Interim

IEP Manager Name	Position	Telephone Number
Sue Hanson	*Special Education Teacher*	*345–6789*

D. IEP PLANNING MEETING

Title	Names of All Team Members	Signature (if present)
Parent	*Mark Johansen*	
Parent	*Joan Johansen*	
Learner	*Jessie Johansen*	
Administrator or Designee	*Sarah Hoffman*	
Special Education Teacher	*Sue Hanson*	
Regular Education Teacher (K-12 only)	*Tim Johnson*	
sister	*Cindy Johansen*	
SSB counselor	*Harold Batens*	
School guidance counselor	*Mildred Fortney*	
Support Services, .MTC	*Sharon McElroy*	

BEST COPY AVAILABLE

COPIES: ☐ Learner File ☐ Parent ☐ IEP Manager

Learner's Name: Jessie Johansen

E. PRESENT LEVELS OF PERFORMANCE & LEARNER-BASED NEEDS

Carefully consider and document data from all sources in the following areas:
(Include information and observations provided by parent[s] and learner.)

- Intellectual / Cognitive Functioning
- Academic Performance
- Communicative Status
- Motor Ability
- Sensory Status
- Health / Physical Status
- Emotional and Social Development
- Behavior and Functional Skills

*† • Secondary Transition
(must be summarized for all learners who have reached 9th grade or age 14)
A. Jobs and Job Training
B. Recreation and Leisure
C. Home Living
D. Community Participation
E. Post-Secondary Training and Learning Opportunities

* *Identify post-school outcomes for each transition area.*
† *If the team determines that there are no transition needs in one or more areas, write a statement to that effect and the basis for this determination.*

PRESENT LEVELS OF PERFORMANCE	LEARNER-BASED NEEDS
Post-secondary Education *Future adult goal: I want to work in the law enforcement field, maybe as a dispatcher. I plan to go to a post-secondary school that has training in law enforcement.*	
Present level of performance: I have been a police explorer for two years. I have visited several technical colleges and community colleges and have checked into housing and public transportation at each site. I keep track of all this information in my transition folder. I understand my personal strengths and weaknesses and have learned how to advocate for the accommodations I need to be successful.	*I need to apply at the postsecondary schools I like the best, figure out how to pay for it, and work at getting the accommodations I think I will need to successfully complete the program.*

Learner's Name: Jessie Johansen

F. ANNUAL INSTRUCTIONAL GOALS & SHORT-TERM OBJECTIVES

GOAL *In writing the goal statement, indicate the direction of change, the behavior to be changed, and the expected ending level of performance.*	GOAL # ___ OF ___ GOALS

I will increase preparation activities for fall, 1994, entry into a post-secondary school that offers a program in my interest area from having visited several schools to completing an application and being accepted, finding financial aid, and setting up accommodations by graduation this spring..

SHORT-TERM OBJECTIVES *There must be more than one objective for each goal.* *For each objective include attainment criteria and evaluation procedures.*	Review Date	Degree of Progress
1. *Given registration materials for post-secondary school of interest, I will complete the necessary forms with 100% accuracy by the end of the first semester as determined by my school counselor.*		
2. *Based on my learning strengths and weaknesses, I will correctly list all the resources available at the schools I am interested in before enrolling, as determined by my special education teacher.*		
3. *I will travel by city bus to my SSB counselor's office and meet with my counselor at least four times over the course of the school year for assistance in planning and funding my post-secondary education as monitored by my SSB counselor.*		

G. PERIODIC REVIEW SUMMARY OF GOAL & OBJECTIVES

The following is the status of the learner's goal and objectives:

☐ Goal achieved.

☐ Meets learner's current needs and will be continued without changes.

☐ The non-significant changes listed below will be made without an IEP meeting unless you contact us.

☐ Does not meet learner's current needs and the significant changes listed below require a revised IEP.
We will be in contact soon to schedule a meeting.

NOTE TO PARENT(S): You are entitled to request a meeting to discuss the results of this review.

Learner's Name: Jessie Johansen

H. SPECIAL EDUCATION & RELATED SERVICES

SPECIAL EDUCATION SERVICES

SERVICE PERSONNEL CODE *(see reverse for codes)*	NAME OF SERVICE PROVIDER & PHONE NUMBER	SERVICE CATEGORY CODE *(see reverse for codes)*	BUILDING NAME & ROOM NUMBER	FREQUENCY	MINUTES PER WEEK		TYPE OF SETTING							DATE SERVICE BEGINS	DURATION OF SERVICES
							check one			check one					
					INDIRECT	DIRECT	CLASS	GROUP	INDIVIDUAL	GENERAL	SPECIAL	INTEGRATED	OTHER		
01	*Sue Hanson* *345-6789*	*490*	*Swanville High, Rm 207*	*daily*	*75*	*150*		*x*			*x*			*9-93*	*6-94*
RELATED SERVICES AND JUSTIFICATION															
35	Mildred Fortney 456-7890	35	Swanville High, Rm 101	monthly		10			x	x				9-93	6-94
Justification:	*Information about postsecondary schools, application. process, and accommodations*														
Justification:															

TRANSITION SERVICES (for age 14 and above)

AGENCY NAME	NAME OF SERVICE PROVIDER & PHONE NUMBER	BUILDING NAME	FREQUENCY	AMOUNT OF SERVICE TIME	DATE SERVICE BEGINS	DURATION OF SERVICES
State Services for the Blind	Harold Batens 426-1234	Park Plaza	at least quarterly	minimum 8 hours	10-93	ongoing
Interagency / Organization Linkages (*Identify activities, funding responsibilities, etc.*): *assistance in planning and funding postsecondary education*						
Support Services Morton Tech. College	*Sharon McElroy* *426-9876*	*Morton Tech College*	*as needed*	*about 4 hours*	*10-93*	*throughout college career*
Interagency / Organization Linkages (*Identify activities, funding responsibilities, etc.*): provide information on technical college options and accommodations						

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Learner's Name: Jessie Johansen

I. ADAPTATION OF GENERAL & SPECIAL EDUCATION

Describe changes in general and special education that will be made to permit successful accommodation and education of the learner (e.g., grading, credits, staff, transportation, facilities, materials, equipment, technology, adaptive devices, curriculum, methods, coordination of support services, vocational services and equipment, and other services):

Are Regulated Behavioral Interventions required for this learner? ☐ Yes ☐ No
(If yes, attach behavior plan as described in M.R. 3525.2925.)

Are general education secondary graduation standards being modified? ☐ Yes ☐ No
(If yes, attach team determination documentation as described in M.R. 3525.3150.)

Are extended school year services required for this learner? ☐ Yes ☐ No
(If yes, attach extended school year justification as described in M.R. 3525.2900 Subp. 1.H.)

J. LEAST RESTRICTIVE ENVIRONMENT (LRE)

Explain why the proposed placement is the most appropriate and the least restrictive. (Describe any other options considered.)

K. DESCRIPTION OF ACTIVITIES WITH LEARNERS WITHOUT DISABILITIES

For a learner who is served more than half-time in a special education setting, include any activities in which the learner will be participating with learners who do not have disabilities (e.g., lunch, assembly periods, club activities, field trips, community instruction or experiences, and other special events):

Activity	Frequency	Amount of Time

LENGTH OF DAY ☐ Check here if the learner's school day is shorter than that of peers without disabilities.
(If checked, Commissioner of Education approval is required.)

NOTE: ***Attach "Notice of Special Education Services."***

Service Personnel Codes

01	Teacher
02	Supervisor / Coordinator
03	Lead Teacher
04	Physical Therapist
05	Occupational Therapist
06	School Nurse (*Report only time in levels V and VI.*)
07	Program / Instructor Assistant Levels I, II, III
08	Program / Instructor Assistant Levels IV, V, VI
09	Director of Special Education
10	Assistant Director
11	School Social Worker
12	School Social Worker Aide for Indian, Hispanic, or Southeast Asian Students
13	School Psychologist
14	Audiologist
15	Adaptive Physical Education Specialist
16	Consultant
17	Other
18	Child Find Facilitator
19	Public Information Facilitator
20	Child Study Due Process Facilitator
21	Alternative Program Facilitator
22	Secretary
23	Substitute Teacher
24	Certified Occupational Therapy Assistant (COTA)
25	Other Certified Therapist
26	SEIMC Management Personnel
27	Vision Media Assistant (braillist / L.P. typist)
28	Interpreter for the Deaf
29	Orientation and Mobility (O & M)
30	Due Process Hearing Officer
31	Clinical Psychologist
32	Behavior Analyst (prior approval)
33	Regional Special Programs Supervisor
34	Assistive Technology Specialist
35	School Counselor

Service Category Codes

425	Early Childhood Handicapped
440	Mildly Mentally Impaired
450	Moderately Severe Mentally Impaired
460	Physically Handicapped
465	Hearing Impaired
470	Speech / Language Impaired
475	Visually Handicapped
490	Specific Learning Disability
491	Other Health Impaired
492	Autistic
493	Emotional / Behavioral Disorder
494	Traumatic Brain Injury

Appendix B
Disability-Related Legislation

There are several pieces of state and federal legislation that define and support transition, which are described below.

Federal Definition of Transition Services

The Education for All Handicapped Children Act has a new name: IDEA, short for the Individuals with Disabilities Education Act (PL 101-476). This act adds a new definition of transition services, adds transition services to students' IEPs, and makes changes in transition programs authorized under Part C of the law. The following is the new definition of transition services:

> Transition services means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including:
>
> - Post secondary education.
> - Vocational training.
> - Integrated employment (including supported employment).
> - Continuing and adult education.
> - Adult services.
> - Independent living.
> - Community participation.
>
> The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and may include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

The law also specifically refers to transition services in the overall definition of an "individualized education plan," or IEP. IEPs must now include "a statement of the needed transition services for students beginning no later than age sixteen and annually thereafter (and when determined appropriate for the individual, beginning at age fourteen or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting."

In addition, the law attends to the transition needs of students who use assistive technology. Under IDEA, transition programs that get federal funding may "develop and disseminate exemplary programs and practices that meet the unique needs of students who utilize assistive technology devices and services as such students make the transition to post-secondary education, vocational transition, competitive employment, and continuing education or adult services."

Regulations for IDEA (Public Law 101-476)

The following transition-related IDEA regulations were published in the Federal Register on September 29, 1992 to indicate how IDEA will be interpreted:

> **Transition Service Participants:** If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite the student; and a representative of any other agency that is likely to be responsible for providing or paying for transition services. If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered; and if an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services. (300.344)
>
> **Parent Participation:** If a purpose of the meeting is the consideration of transition services for a student, the notice (to parents) must also indicate this purpose; indicate that the agency will invite the student; and identify any other agency that will be invited to send a representative. (300.345)
>
> **Content of Individualized Education Program:** The IEP for each student, beginning no later than age sixteen (and at a younger age, if determined appropriate), must include a statement of the needed transition services including, if appropriate, a statement of each public agency's responsibilities or linkages, or both, before the student leaves the school setting. If the IEP team determines that services are not needed in one or more of the areas specified, the IEP must include a statement to that effect and the basis upon which the determination was made. (300.346)
>
> **Agency Responsibilities for Transition Services:** If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP. Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the re-

sponsibility to provide or pay for any transition services that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency. (300.347)

Transition Legislation in Minnesota

Transition legislation in Minnesota pre-dates federal legislation; transition was mandated in 1987 and amended language was passed in 1992:

> Every district shall ensure that all students with disabilities are provided the special instruction and services which are appropriate to their needs. The student's needs and the special education instruction and services to be provided shall be agreed upon through the development of an individual education plan. The plan shall address the student's need to develop skills to live and work as independently as possible within the community. By grade nine or age fourteen, the plan shall address the student's needs for transition from secondary services to post-secondary education and training, employment, community participation, recreation and leisure, and home living. The plan must include a statement of the needed transition services, including a statement of the interagency responsibilities or linkages or both before secondary services are concluded. (Minnesota Statute 120.17 Subd. 3a)

Minnesota State Board of Education Rules on Secondary Transition Planning

The following is an excerpt from the State Board of Education rules that govern transition planning:

> By grade nine or age fourteen, the IEP plan shall address the pupil's needs for transition from secondary services to post-secondary education and training, employment, and community living.
>
> **A** For each pupil, the district shall conduct a multi-disciplinary assessment of secondary transition needs and plan appropriate services to meet the pupil's transition needs. Areas of assessment and planning must be relevant to the pupil's needs and may include work, recreation and leisure, home living, community participation, and post-secondary training and leaning opportunities. To appropriately assess and plan for a pupil's secondary transition, additional IEP team members may be necessary and may include vocational education staff members and other community agency representatives as appropriate.
>
> **B** Secondary transition assessment results must be docu-

mented as part of an assessment summary according to part 3525.2750. Current and secondary transition needs, goals, and instructional and related services to meet the pupil's secondary transition needs must be considered by the team with annual needs, goals, objectives, and services documented on the pupil's IEP. (Chapter 3525.2950)

Community Transition Interagency Committees (CTICs)

A district, group of districts, or special education cooperative, in cooperation with the county or counties in which the district or cooperative is located, shall establish a community transition interagency committee for youth with disabilities, beginning at grade nine or age equivalent, and their families. Members of the committee shall consist of representatives from special education; vocational and regular education; community education; post secondary education and training institutions; adults with disabilities who have received transition services, if such adults are available; parents of youth with disabilities; local business or industry; rehabilitation services; county social services; health agencies; and additional public or private adult service providers as appropriate. The committee shall elect a chair and shall meet regularly. The committee shall:

1 Identify current services, programs, and funding sources provided within the community for secondary and postsecondary aged youth with disabilities and their families;

2 Facilitate the development of multi-agency teams to address present and future transition needs of individual students on their individual education plans;

3 Develop a community plan to include mission, goals, and objectives, and an implementation plan to assure that transition needs of individuals with disabilities are met;

4 Recommend changes or improvements in the community system of transition services;

5 Exchange agency information such as appropriate data, effectiveness studies, special projects, exemplary programs, and creative funding of programs; and

6 Following procedures determined by the Commissioner, prepare a yearly summary assessing the progress of transition services in the community, including follow-up of individuals with disabilities who were provided transition services to determine the outcomes. The summary must be disseminated to all adult services agencies involved in the planning and to the commissioner of education by October 1 of each year.

(M.S. 120.17 Subd. 16)

Minnesota State Board of Education Rules on Interagency Committees

Subpart 1. Local participation: A district shall establish or participate in a local interagency early intervention committee and a local community transition interagency committee. The local committee shall:

A Meet at least quarterly to fulfill the duties prescribed in statute; *and*

B Report annually when directed to the Department of Education summarizing progress and recommendations.

Operating procedures fulfilling the requirements in each statute must be included in the district's total special education system plan. (Chapter 3525.0650)

Minnesota State Board of Education Rules on Requirements for a High School Diploma

Beginning at grade nine or age fourteen and annually thereafter, the IEP team shall address the graduation requirements for a high school diploma for a pupil.

A The team must determine those courses, programs, or classes that must be successfully completed by regular education students in the regular education program which are needed to attain a high school diploma and are appropriate and attainable by the pupil.

B The team must determine those courses, programs, or classes which are needed to attain a high school diploma that cannot be successfully attained by the pupil without special education or are not appropriate for the pupil. These requirements must be modified on the IEP or waived by the team.

C The IEP team shall determine the criteria for satisfactory achievement of the IEP goals and objectives including modified courses, programs or classes.

A pupil shall receive an identical high school diploma granted to all regular education students upon graduation or termination of special education services at age twenty-one, with satisfactory attainment of the program plan objectives. (Chapter 3525.3150)

Rehabilitation Act of 1973 as Amended in 1992

The Rehabilitation Act has been re-authorized and extended for five years, until September 30, 1997. A number of amendments that impact transition planning and services are included:

- Transition services are defined the same as in the Individuals with Disabilities Education Act (IDEA).
- Determinations by other agencies, particularly educational agencies, regarding whether an individual has a disability shall be used to the extent appropriate, available and consistent with the requirements of the Act.
- It shall be presumed that an individual can benefit from Vocational Rehabilitation Services unless the Division of Rehabilitation Services can demonstrate, by clear and convincing evidence, that such individual is incapable of benefiting in terms of an employment outcome. When the issue of ability to benefit concerns the severity of the disability, the Division of Rehabilitation Services needs to conduct an extended evaluation.
- Eligibility determinations are to be made within sixty days, unless exceptional and unforeseen circumstances exist that are beyond the control of the Division of Rehabilitation Services, and the individual concurs with the extension or an extended evaluation is required.

Other Legislation Supporting Transition

In addition to IDEA and the Rehabilitation Act, two additional laws supporting transition are also in place: Public Law 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act, and PL 100-336, the Americans with Disabilities Act. Each of these laws gives additional strength and direction regarding the design of transition programs and support services.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990

The Carl D. Perkins Act is federal vocational education legislation that mandates the following assurances for individuals with disabilities. The law requires educators to:

1 Assist students who are members of special populations to enter vocational education programs and assist students with disabilities in achieving the transitional service requirements of IDEA.

2 Assess the special needs of students with respect to their successful completion of the vocational education program in the most integrated setting possible.

3 Provide the following supplementary services to students who are members of special populations, including students with disabilities:
  - curriculum modification
  - equipment modification
  - classroom modification

- supportive personnel
- instructional aids and devices

4 Provide guidance, counseling and career development activities by professionally trained counselors and teachers who are associated with the provisions of such special services.

5 Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

The Americans with Disabilities Act of 1990

The purpose of the Americans With Disabilities Act (ADA) is to provide a clear and comprehensive national mandate to end discrimination against persons with disabilities. The ADA guarantees equal access for individuals with disabilities in the following areas:

- **Employment:** No employer shall discriminate against any qualified person with a disability in regard to all terms, conditions or privileges of employment. Employers with twenty-five or more workers must comply by July 26, 1992. Employers with fifteen or more workers must comply by July 26, 1994.
- **Public accommodations:** No person shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation, such as restaurants, hotels, doctor's offices, grocery stores, museums, retail stores.
- **State and local government services:** No qualified individual with a disability may be discriminated against by a department, agency, special purpose district, or other instrumentality of a state or local government.
- **Transportation:** Transportation services owned by private companies must make new over-the-road buses accessible. Transportation "phase-ins" for accessibility range from thirty days to three years.
- **Telecommunications:** Telephone services offered to the general public must include interstate and intrastate telecommunication relay services. This will allow customers who use nonvoice terminal devices, because of their disabilities, to have equal service to those who use voice telephone services. Telecommunications relay services became effective July 26, 1994.

Appendix C

Transition Assessment Guide

Transition Assessment Guide

Directions

The *Transition Assessment Guide* offers information on the five transition areas that must be addressed when performing a transition assessment.

The *Transition Assessment Guide* gives a definition, examples of assessment questions, and options for each of the following transition areas:

Home Living
Community Participation
Recreation and Leisure
Jobs and Job Training
Post-secondary Training and Learning Opportunities

After receiving permission to assess or after waiting 10 school days (when not a new referral) after the request for permission to assess was mailed to parent(s) for permission, use this guide. Assessment assignments should have been determined at the Referral Review and Assessment Determination meeting. Staff assigned assessment responsibilities will be asked to complete one or more of the transition areas. This *Transition Assessment Guide* will assist with the interview in each area. Complete the Transition Planning Worksheet only in the area you have been assigned. Use the Transition Planning Worksheet to jot down the learner's responses to the questions asked in each of the Transition areas. This worksheet can then be used as a reference when the assessment team meets, when writing the assessment team summary report, and when conducting a learner's annual IEP Team meeting.

Make several copies of the Transition Planning Worksheet to have on hand for additional learners whom you will be responsible for assessing.

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HOME LIVING

HOME LIVING refers to the ability to function and participate to the maximum extent possible in an appropriate living situation.

Here are examples of tasks people do at home.

ASK: What do you do now? What are your goals for the future? Do you need help in any area?

bake in oven
buy groceries
care for children
care for pets
clean bathtub
clean counters
clean sink
clean spills
clear table
clean toilet
cook frozen foods
cook packaged foods
dental hygiene
dial 911 for help
dry dishes
dust
empty trash
fold laundry
follow emergency exit procedures
handwash dishes
hang up clothes
iron
make bed
make sandwiches
manage a monthly budget
mop
mow grass
operate air conditioner
operate dishwasher
operate dryer
operate radiator/heater
operate washer
pay bills
perform first aid
practice home safety
pull weeds
put clothes in drawer
put laundry away
rake leaves
read directions
recycling
relate to family members
repair minor plumbing
secure home (lock doors, close windows)
set tables
shower
strip bed
sweep sidewalk
use a blender
use microwave oven
use telephone
use toaster
vacuum
wash windows
water lawn

ASSESSMENT QUESTIONS:

1. What are your present plans for your next living situation?
2. Can you prepare and serve foods which require little or no cooking?
3. Can you carry out basic household chores?
4. Can you manage money or balance a checkbook?
5. Can you sort, wash, fold and put away laundry?
6. Does learner display a basic understanding of interpersonal relationships and human sexuality?
7. Does learner perform appropriate personal hygiene habits?
8. Can you perform basic first aid (i.e., treat cuts, burns, perform the Heimlich maneuver)?

Home Living Options

After High School		5 years later
■	with parents	■
■	group home	■
■	foster care	■
■	away from family with support as needed (list) ____________	■
	independently, apartment, condo, etc. ____________	
■	other ____________	■

ASK: In which option does learner see him/her self living after graduating from high school?
In which option does learner see him/her self living five years after graduation?
Are learner's parents/guardians in agreement?

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COMMUNITY PARTICIPATION

COMMUNITY PARTICIPATION refers to the ability to access community resources including people, places, and activities and the ability to participate to the maximum extent possible in community activities.

Here are examples of where people go in the community.

ASK: What do you do now? What are your goals for the future? Do you need help in any area?

ball park
bank
barber shop
basketball court
beauty shop
bowling lanes
church
club
concert
convenience store
dances
dentist's office
department store
doctor's office
fair
fast food restaurant
grocery store
health club
ice cream parlor
laundromat
library
movie theater
pool hall
recreational park
repair shop
shopping mall
sit down restaurant
skating rink
sporting event
state parks
swimming pool
tennis court
track
travel
vacations
vote
YMCA/YWCA

ASSESSMENT QUESTIONS:

1. Do you know and can you tell someone or write your own name, address and telephone number?
2. Can you arrange and utilize appropriate transportation (i.e., drive car, city bus, metro mobility, ride share, etc.)?
3. Can you use telephone to access the above mentioned community sites?
4. Can you select, request and pay for merchandise at a restaurant, department store, video store, grocery store, etc?
5. Can you make and keep dental and/or doctor appointments?
6. Can you understand and participate in the political process? Do you know how to vote?
7. Is learner aware of advocacy agencies and where they are located?
8. Can you use a bank for checking and/or savings account, cash checks, purchase money orders, etc.?
9. Do you belong to an organized religious institution and aware of scheduled services, social events, etc?
10. Can you understand the need for personal safety in community? Use self protection?

Community Participation Options

Now	After High School		5 years later
■	■	does not have access	■
■	■	access with family support	■
■	■	access with agency support	■
■	■	access with non-paid support	
■	■	Independent access	■

ASK: How do you access community activities?
What do you expect after high school and five years later?
Through which option are you currently functioning when accessing community sites?
Does learner, parent/guardian need any help in developing more independence to access community opportunities?

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RECREATION AND LEISURE

RECREATION AND LEISURE refers to the ability to access and participate in community activities related to sport, hobby and/or relaxation and to access and engage in personal hobbies, sports and relaxation activities.

ASK: What do you do now? What are your goals for the future?
Do you need help in any area?
What would you like to do that you now don't do?

Here are examples of what people do for fun and fitness.

aerobics
assemble models
ball games
bike
board games
bowling
cards

ceramics
choir
city parks
collect coins
computer games
dancing
drama club

electric games
exercise bike
fishing
frisbee
gardening
girl/boy scouts
jogging

knitting
listen to music
radio
read books
sewing
skateboard
skating

Special Olympics
spectator sports
swimming
television
visit friends
YMCA/YWCA

ASSESSMENT QUESTIONS:

1. Do you participate in any school sports, clubs or performing groups?
2. Do you participate in family recreational and leisure activities such as picnics, fishing, movies?
3. What do you do for fun at home and/or school?
4. Do you use community recreational centers? What activities do you participate in?
5. Do you prefer group or individual recreational activities?
6. Do you prefer to be a spectator? Of which sport(s)?
7. How do you get to activities?
8. Who decides how you spend your time after work and on weekends?
9. Who do you usually do things with?
10. Do you know how to protect yourself in the community?

Recreation and Leisure Options

Now	After High School		5 years later
■	■	no activities	■
■	■	segregated activities	■
■	■	integrated activities with family support	■
■	■	integrated activities with agency support	■
■	■	integrated activities with non-paid support	■
■	■	integrated activities with age-appropriate peers	■
■	■	independent integrated activities	■

ASK: How are you participating in recreational and leisure activities?
What recreational and leisure activities do you expect to be involved in after high school and five years later?
Do you, your parent/guardian want increased participation?

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JOBS AND JOB TRAINING

JOBS AND JOB TRAINING refers to the ability to achieve a satisfactory level of suitable and meaningful employment which will provide income and personal satisfaction.

> **ASK:** What do you do now? What are your goals for the future? Do you need help in any area?

Here are examples of what people can do for jobs and job training at school and in the community.

business math
computer classes
industrial arts classes
home economics classes
drafting classes
career awareness
Employment Skills Seminar (ESS)
community training
job interest inventories
interview skills
job seeking skills
school service
work experience
Project Explore
Multi-Products Co.
Job Shadowing
Community Based
Special Needs Training/ Employment Partnership (SNTEP)
Apticom assessment
Wilder Teenage Program
Transition Plus
Post-Secondary Options
Support Services
Work with Division of Rehabilitation Services (DRS) counselor
Center for Youth Employment and Training (CYET)

Here are examples of general skills needed for jobs.

follow directions
get along with others
use the restroom
job safety
ask for help
lift things
money handling
buy snacks
dress appropriately
measurement skills
take breaks
good attendance
completes work
eat lunch
keep busy

ASSESSMENT QUESTIONS:

1. What are your career interests?
2. What are your previous vocational experiences?
3. Have you filled out a job application form?
4. Have you performed a job interview?
5. Can you use want ads in daily newspaper to determine job availability?
6. Do you prefer to work with: routine/variety, indoors/outdoors, busy/non-busy environment, alone/with people, hand/machines?
7. What are some of the chores you do around home that may indicate a job choice?
8. Do you and/or your family (friends, neighbors, mentor) know of anyone who could assist with employment?

Jobs and Job Training Options

Now	After High School		5 years later
■	■	developing employment skills	■
■	■	job exploration	■
■	■	school sponsored job training	■
■	■	supported employment (individual)	■
■	■	supported employment (group)	■
■	■	community-based employment	■
■	■	independent placement with support	■
■	■	independent competitive employment	■

ASK: How are you participating in developing employment skills, jobs training and jobs?
Where would you like to be by high school graduation? five years later?
Are parents/guardians in agreement with this plan?

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POST-SECONDARY TRAINING AND LEARNING OPPORTUNITIES

POST-SECONDARY TRAINING AND LEARNING refers to the ability to access and participate in appropriate post high school training programs, courses and/or programs for lifelong learning.

Here are where people can receive post-secondary training and learning.

ASK: **What do you do now? What are your goals for the future? Do you need help in any area?**

Area Learning Center
Transition Plus
community education
technical colleges
private business school
community college

universities
college extension
vocational rehabilitation facilities (SPRC, Goodwill, etc.)
supported employment

part-time work
on-the-job training
apprenticeships
family employment
independent employment
Habilitation and Training

Services (Midwest Special Services, Custom Contracts and Services, Merrick Inc., etc.)

Support Services:
Division of Rehabilitation Services (DRS)
State Services for the Blind
State Employment Service

ASSESSMENT QUESTIONS:

1. How do you like to get information? (hands-on, reading, video, lecture)
2. Have you had a vocational assessment?
3. Do you demonstrate an awareness of post-secondary schools and training?
4. Have you participated in any post-secondary options?
5. What are your post-secondary plans?
6. Have you applied for Department of Rehabilitation Services (DRS)?
7. Have you applied to any post-secondary institutions?
8. Is learner aware of post-secondary schools' application procedures and timelines?
9. Who do you go to for help?
10. Have you met with your guidance counselor about your post school plans?
11. Have you taken college outcome tests: SAT, ACT, etc? with modifications?
12. Have you applied for financial aid?
13. Are you aware of advocacy and/or guardianship agencies?

Post-secondary Training and Learning Opportunities Options

Now	After High School		5 years later
■	■	no involvement aware of options	■
■	■	involvement through high school	■
■	■	involvement through parents.	■
■	■	involvement using support agencies	■
■	■	independent involvement	■

ASK: In which types of post-secondary learning opportunities would you like to be involved?
Do you know how to access the appropriate supports for post-secondary training opportunities?

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Appendix D
The Personal Futures Planning Process

How to Begin

- The facilitator and co-facilitator introduce themselves and share information about their general background and experiences with the group.
- Facilitators ask family members and participants to introduce themselves and share any pertinent information they wish.
- Facilitators provide participants with a brief introduction to the personal futures planning process.

Instructions for Facilitators

- Facilitators first explain to participants that the personal futures planning process is like a treasure hunt. The goal is to collect information about the focus person in the form of memories, thoughts, and ideas.
- The group is then informed that they will, over the course of the meeting, discuss six topic areas in the focus person's life. These areas are:

  1 Background
  2 Relationships
  3 Places
  4 Choices
  5 Preferences
  6 Focus on the future for self-determination

- Specific questions which can prompt discussion in these areas are included on the following pages.
- When all of the topic areas have been covered in the personal futures discussion, the facilitators distribute and explain to family members a "self-determination questionnaire". This questionnaire is to be filled out by family members over the course of the next week, so that it can be used at the next family education and support session.

1 · Background

In this first step of the personal futures planning session, the family discusses the individual's history. The purpose of this session is to document any event or memory which the family feels is important for understanding the individual's background. Having specific dates or names are not nearly as important in piecing together a description of the person's past as are memories, events, and feelings that the family wishes to share. While one facilitator is assisting in the discussion, the other facilitator can be documenting the information on the "Background Map". The information can be depicted with pictures, symbols, arrows, words, and colors – any way that communicates the information clearly for the family.

Questions to Ask to Obtain Information on Background

1. Where was the focus person born?
2. How did the focus person behave as a baby/child?
3. What were some major or memorable events that occurred in the focus person's past?
4. What did the focus person enjoy doing for fun or on vacations as a child?
5. What general memories do you have of the focus person's childhood?
6. What schools did the focus person attend?
7. What activities or subjects did the focus person enjoy in school?

2 · Relationships (Family, Friends, Service Providers)

In this second step of the personal futures planning session, the family discusses the focus persons relationships. Using a "Relationship Map", a facilitator will document the names of family members, friends, and service providers. Generally, the names of people the focus person feels closest to or with whom he or she spends the most time should be written toward the center of the circle. The purpose of this section is to create a relationship or social network map, which can help the family better understand the focus persons social relationships.

Questions to Ask to Obtain Information on Relationships

1. Who are the people with whom the focus person spends the most time? (These people should be placed closest to the focus person in the center of the Relationship Circle.)
2. How much time does the focus person spend with each person?
3. Who are the people the focus person feels closest to?
4. Who are the people with whom the focus person has contact on a daily, weekly, monthly or yearly basis? (The more time spent with the focus person, the closer to the center of the Relationship Circle they are placed.)
5. Are these persons friends, family, or service providers? (They

should be placed in the appropriate section of the Relationship Circle.)

6 Are any animals or pets involved in the focus person's IHE?

3 · Places

In this third step of the personal futures planning session the family discusses where the focus person goes in the community. Included in this discussion are how often the focus person goes out into the community, how they get there and with whom. The facilitator can use symbols, names and arrows to create a map of places the focus person goes into the community.

Questions to Ask to Obtain Information about Places the Focus Person Frequents

1 What community and neighborhood environments are frequented on a regular basis?

2 How does the focus person make choices about going to these places or participating in the setting?

3 What does the focus person do when they get to these settings?

4 Does the focus person frequent these settings alone, in small groups, or in large groups?

5 Are there places in the community where the focus person would be supported in exercising self-determination?

6 Are there places in the community where the focus person would not be supported in exercising self-determination?

7 How does the focus person get to these places, and what are the transportation issues?

8 Are the places in community or human service settings?

9 Where does the focus person go to do school work, and what kind of transportation does the person use to get there?

10 What does the focus person do at the home setting?

11 How does the focus person make choices about these activities at home?

12 How does the focus person make choices about going to these places or participating in the setting?

4 · Preferences

In this fourth section of the personal futures planning session, the family discusses the focus person's preferences, in other words, what does and doesn't work for the focus person. On one side of the "Preference Map" the facilitator will list the family's ideas about what works for the focus person, and the facilitator will list what doesn't work on the other side of the Preference Map.

Questions to Ask to Obtain Information on the Focus Person's Preferences

1 What type of person does the focus person find hard to get along with, or think it is hard to get along with?

2 What are the most enjoyable choices the focus person makes?

3 What are the choices the focus person makes that are the most frustrating?

4 What type of person does the focus person get along with, or think it is easy to get along with?

5 What are the things that the focus person most enjoys doing, the things that motivate and are interesting?

6 What are the things that are boring, frustrating or undesirable to the focus person?

7 What conditions, activities, and settings are most enjoyable?

8 What conditions, activities, and settings are most frustrating?

9 Are there people the focus person would like to spend less time with?

10 In what ways can positive experiences be increased and negative experiences decreased?

5 · Choices

In this section, the family discusses the choices made by the person independently, and choices made by the focus person and others. Many choices will fall into both categories, in other words, in some circumstances a choice can be made independently, and in other situations the choice is made with the help of another person. This can be indicated graphically with arrows showing that the choice falls into both categories.

Questions to Ask to Obtain Information about Choices

1 What are the choices the focus person makes independently at home?

2 What are the choices the focus person makes independently in school?

3 What are the choices the focus person makes independently regarding peers?

4 What are the choices the focus person makes together with parents at home, regarding school, or peers?

5 What are the choices the focus person makes together with their teachers regarding their education?

6 · Focus on the Future for Self-Determination Goals

In this final section of the personal futures planning session the family discusses their goals for the focus person. Families may want to use the information from the previous discussions to help formulate and organize their ideas. The focus on the future can include long and short term goals in self-determination, as well as an understanding of the supports needed for the focus person to reach these goals. The family's ideas will be documented, and if desired, prioritized on the "Focus on the Future Map".

Questions to Ask to Obtain Information on the Focus Person's Focus for the Future in Self-Determination Goals

1. What images does the focus person have for the future in self-determination?
2. What unrecognized dreams and hopes does the focus person have for the future in self-determination?
3. What supports are needed?
4. What are the creative ways to link the preferences of the focus person with the opportunities available in the community?
5. What is the family's comfort level for these goals to occur?

At the conclusion of the personal futures planning session, facilitators should indicate to the family that their discussion has provided valuable information about the focus person, and that a copy of the written document will be made for the focus person and the family to have. The information and ideas that are documented on the "Personal Futures Map" can be referred back to throughout the family's participation in the self-determination curriculum.

Adapted with permission from *Self-Determination Curriculum* (1994). Developed by the Institute on Community Integration though grant H158K00034, Office of Special Education and Rehabilitative Services.

Appendix E
Transition Resources

The following resources may be useful in the transition planning process:

Begin the Between:
Planning for the Transition from High School to Adult Life (1992)
This guide reviews basic issues on successful transition from high school to adult and community living. It provides strategies for planning and an introduction to the adult service system. Free to parents of Minnesota high school aged children and young adults with disabilities; a small fee for others. Available through PACER Center, 4826 Chicago Avenue S, Minneapolis, MN 55417-1055. 612/827-2955 (Voice & TDD).

Community Transition Interagency Committee
Yearly Summary (1993)
This is the annual report on the status of CTICs in Minnesota, compiled for the Minnesota Department of Education by the Institute on Community Integration. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

Funding Services for Youth with Disabilities in Transition:
Discover Minnesota's Possibilities (1993)
A resource for transition planning teams to use as a guide in determining how to fund the services and support needed to make a smooth and successful transition from high school to adult life. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, 612/483-4442 or 800/652-9024.

IMPACT: Feature Issue on Family Empowerment (1992)
This twenty-four-page newsletter focuses on the empowerment of families of persons with developmental disabilities. Professionals share strategies and models for a collaborative, respectful approach to service provision; families also share their experiences in seeking support and assistance from service systems that all too often undermine human dignity and family integrity. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

IMPACT: Feature Issue on Transition (1992)
This sixteen-page newsletter focuses on transition issues for young adults with disabilities. Included are articles related to transition policy, service needs, and strategies for designing effective transition programs. Profiles of students who have successfully made the transition from high school to adult life are also included. Avail-

able from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

Information for Parents of High School Students with Disabilities in Transition to Adult Life (1993)
This booklet of information may be useful to families involved in transition planning; it was compiled by PACER Center for the Minnesota Transition Systems Improvement Initiative. Available from Minnesota Education Services, 70 W. County Road B-2, Little Canada MN 55117-1402, 612/483-4442 or 800/652-9024.

Integrating Transition Planning into the IEP Process (1992)
This guide shows how to incorporate transition planning into the IEP process and helps students become self-advocates. It describes skills needed for employment, community living, post-secondary education and leisure activities. Sample IEPs are included. Available through the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

Life Beyond the Classroom: Transition Strategies for Young People with Disabilities (1992)
This book by Paul Wehman provides a comprehensive guide to planning and implementing transition services at the individual and local levels. The volume includes chapters devoted to the unique needs of youth from a number of different disability groups. Issues relevant to interagency teaming, working with families, secondary educational program design and development, and job development are addressed in detail. Available from Paul H. Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285-9945, 800/638-3775.

Minnesotans Speak Out (1992)
This is a summary of town meetings held throughout the state on the service delivery system for persons with developmental disabilities. The report includes recommendations and is available from the Governor's Planning Council on Developmental Disabilities, 300 Centennial Building, 658 Cedar Street, St. Paul, MN 55155, 612/296-4018.

Mission: Independence (1993)
A resource guide for strengthening the involvement of community education programs and services during the transition years. By Susan Young, Minnesota Community Education Association. Single copies available from the Interagency Office on Transition Services, Minnesota Department of Education 612/296-5660.

Rehabilitation Services: They're Working (1992)
This twenty-five-minute videotape describes the services available from the Minnesota Division of Rehabilitation Services. The referral process, eligibility criteria, individualized plan development, and other services are described. The video is available from the

Division of Rehabilitation Services, 1210 East College Drive, Marshall, MN 56258, 507/537-7280.

Speak up for Health (1992)
This fifteen-minute videotape is about young people who understand their health care needs, who value independence, and who speak out on their own behalf. In addition, it is about parents who recognize and support the need for knowledge and independence in the area of health care. Available from PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417, 612/827-2966 (Voice and TDD).

Speak up for Health: A Handbook for Parents (1992)
This publication focuses on preparing adolescents with chronic illness and disabilities for independence in health care. It covers topics such as letting go, self-advocacy, communicating with health care professionals, adolescent sexuality, and paying for health care. Available from PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417, 612/827-2966 (Voice and TDD).

Supported Employment: A Step-by-Step Guide (1992)
By Cathleen Urbaine, Supported Employment Project Coordinator at PACER Center. This booklet was designed to help persons with disabilities and their families obtain or improve supported employment by explaining how the adult service system works, describing some current "best practices," giving tips to help individuals access supported employment, and suggesting ways to help bring supported employment into a community. Available from PACER Center, 4826 Chicago Avenue S, Minneapolis, MN 55417-1098, 612/827-2966 (Voice and TDD).

Teaching the Possibilities:
Home Living Resource Guide for Transition Planning (1990)
This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students with disabilities as they prepare for future living environments. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, 612/483-4442 or 800/652-9024.

Teaching the Possibilities:
Identifying Individual Transition Needs (1993)
This resource guide for transition planning was developed to assist special education teachers as they assess individual students' transition needs. It includes a description of the transition assessment process, a list of assessment instruments in the five transition planning areas, and several future planning surveys to be used with parents and students. All secondary special education teachers could benefit from this resource. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, 612/483-4442 or 800/652-9024.

Teaching the Possibilities:
Jobs and Job Training Resource Guide for Transition Planning (1991)
This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students as they prepare for future employment. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, 612/483-4442 or 800/652-9024.

Teaching the Possibilities: Post-Secondary Education and Training Resource Guide for Transition Planning (1992)
This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students as they prepare for post-secondary and life long learning. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, 612/483-4442 or 800/652-9024.

Teaching the Possibilities:
Leisure and Recreation Resource Guide for Transition Planning (1994)
This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students as they prepare for recreation and leisure activities. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, 612/483-4442 or 800/652-9024.

Teaching the Possibilities: Community Participation
Guides will be available in 1994.

Transition Brochures (1993)
Topics include:

- Special education services and programs
- County social services
- Division of Rehabilitation Services
- State Services for the Blind
- Preparing for adult life (consumer-focused)
- A model of interagency collaboration (an overview of Minnesota's Transition Model).

A complimentary copy is available from the Interagency Office on Transition Services, 612/295-5660 or TTY/TDD 612/297-2094. Multiple copies available from Minnesota Educational Services.

Transition From School to Adult Life:
Models, Linkages, and Policy (1992)
Edited by F. Rusch, L. Destefano, J. Chadsey-Rusch, L. Phelps, & E. Szymanski. This text provides a comprehensive look at transition, focusing on transition models, methods, issues, and policies. Available from Sycamore Publishing Company, P.O. Box 133, Sycamore, IL 60178, 815/756-5388.

Transition from School to Work for Persons with Disabilities (1988)

Edited by D. Berkell and J. Brown. Key issues in transition planning are addressed, with a review of how current practices and trends affect students, professionals, and families. Available from Longman, Inc., 95 Church St., White Plains, NY 10601, 800/447-2226.

Transition Policy in Minnesota –
A Glance Back, A Look Ahead (1993)
This document is an outcome of a number of community forums conducted around the state as well as interviews with key stakeholders. Over sixty recommendations for service improvement are made at three areas of service delivery: individual, community and state. Copies of this report can be ordered by contacting the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

Transition Strategies That Work:
Profiles of Successful High School Transition Programs (1991)
This resource guide profiles twenty-three exemplary high school transition programs in Minnesota. It includes a description of each program's history, approach, ages served, transition planning areas emphasized, participant disabilities, and quality standards applied. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

Transition Strategies That Work, Volume II:
Profiles of Community Collaboration (1994)
This resource guide profiles exemplary transition programs in Minnesota. It includes a description of each program's history, approach, ages served, transition planning areas emphasized, participant disabilities, and quality standards applied. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

What's Working in Transition
A quarterly newsletter containing ideas, strategies, and practices for Community Transition Interagency Committees in Minnesota. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-4512.

References & Resources

References & Resources

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